

OUR
HAPPY
WORLD

BY THE FATHER-FAMILY

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THE COOPERATIVE SERIES OF
VACATION CHURCH SCHOOL TEXTS

OUR HAPPY WORLD

ESTHER FREIVOGEL

LEARNING ABOUT OUR CHURCH

ELLEN E. FRASER

FRIENDS AT WORK

ELSIE BALL

DISCOVERING GOD IN THE BEAUTIFUL

NATHANA L. CLYDE

OUR HAPPY WORLD

ESTHER FREIVOGEL



Units of Guided Experience for Kindergarten Children

THE CHILD'S HOME

THE CHILD'S HELPERS

THE CHILD'S LARGER WORLD

Prepared from descriptive outlines selected, approved and copyrighted in 1932 by the International Council of Religious Education representing the Protestant Christian forces of the United States and Canada, and released to the constituent denominations.



LEADER'S MANUAL

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Practical

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INTRODUCTION

Description of Course

“Our Happy World” is planned for the kindergarten or beginner section of the vacation church school. You will find here a development of three units of experience, one centering in the home, one in special helpers, a third in the child’s relationship with his larger world. Having a special unit in which there is an emphasis upon right relationship with others, does not mean that this objective is ignored throughout the other units. Problems of relationship with others—consideration of the rights of others, sense of responsibility for the well-being of the group, willingness to share play materials, willingness to take turns, etc.—will be dealt with as the situations arise. It is only after the children have had experience in living with each other, however, that they will be able to reach some conclusions in regard to what is responsible for good times or what makes things go wrong. Only after they have had such experiences in their more intimate group are they ready for broader experiences with other groups.

How to Use Course

All four- and five-year-old children have certain common needs and experiences, and yet there are no two children that are exactly alike. Knowledge of the first makes it possible to develop a course for this age-group; knowledge of the second makes it impossible or certainly unwise to develop an experience in exactly the same way with each group. Therefore the twenty-five plans outlined here are only suggestive of the possible procedure that might be followed.

A teacher who is accustomed to working out her own plans, being guided by the responses of the children and the situations that arise within the group, will probably find the explanation, statement of objectives and outline of materials in connection with each unit of experience sufficient for her needs. Others may have to follow more closely the suggested procedure outlined for each session. A teacher should never feel, however, that the order in which the situations are treated here must be maintained if it does not meet

the needs of her group. This sequence and procedure developed in one group may be found helpful to teachers of other groups.

At the close of each morning session a meeting of the kindergarten staff should be held to evaluate the happenings of the morning and to talk over the possible development of the children's experience for the following day. This procedure will help to make the course an experience-centered one and make for a unity of purpose and procedure.

This course has been planned for a Standard Vacation School of five weeks. (For further information see the Vacation School Standard published by the International Council of Religious Education.) The course may be adapted for use in a school four, three or two weeks in length.

The following outlines are suggested for a four-week school:

SUGGESTION I

First Session: We Get Acquainted

Unit I. The Child's Home: I Find Out What Makes Home a Happy Place.

I through VIII (ten sessions)

Unit II. The Child's Helpers: I Become Acquainted with People Who Help Us.

I through VII

Unit III. The Child's Larger World: I Have Happy Times with Others.

VI and VII

SUGGESTION II

First Session: We Get Acquainted

Unit I. The Child's Home: I Find Out What Makes Home a Happy Place.

I through VIII (eight sessions)

Unit II. The Child's Helpers: I Become Acquainted with People Who Help Us.

I through VII

Unit III. The Child's Larger World: I Have Happy Times with Others.

IV, V, VI, VII

The following outlines are suggested for a three-week school:

SUGGESTION I

First Session: We Get Acquainted

Unit I. The Child's Home: I Find Out What Makes Home a Happy Place.

I through VIII (ten sessions)

Unit II. The Child's Helpers: I Become Acquainted with People Who Help Us.

I and II

Unit III. The Child's Larger World: I Have Happy Times with Others.

VI and VII

SUGGESTION II

First Session: We Get Acquainted

Unit I. The Child's Home: I Find Out What Makes Home a Happy Place.

II, III, IV, VI, VII

Unit II. The Child's Helpers: I Become Acquainted with People Who Help Us.

I through VII

Unit III. The Child's Larger World: I Have Happy Times with Others.

VI and VII

The following outlines are suggested for a two-week school. Enough materials and plans are given for such a school for two successive summers.

FIRST YEAR

First Session: We Get Acquainted (Make plans for a gift for mother and father.)

Unit I. The Child's Home: I Find Out What Makes Home a Happy Place.

I through VII (one session each)

Unit III. The Child's Larger World: I Have Happy Times with Others.

VI and VII

SECOND YEAR

First Session: We Get Acquainted (Make plans for a visit to a helper.)

Unit II. The Child's Helpers: I Become Acquainted with People Who Help Us.

Choice of five out of seven.

Unit III. The Child's Larger World: I Have Happy Times with Others.

Choice of I and II or IV and V. Also VI and VII

The Day's Procedure***General Character***

When Froebel said, "Come and let us live with our children," he described in a few words what the character of the kindergarten or beginner session should be. It should be a happy, informal living together. For this reason it is impossible to have a set outline of procedure for each day. Singing, conversation, prayer, dramatic play, etc., should occur as they are needed in the developing experience of the children. However, in the writer's experience it seems wise to have an approximately definite playtime, rest and lunch periods, each following the other in regular succession. Thirty-five or forty minutes will be required for this part of the program.

What to Do as the Children Gather

Because all of the children do not arrive at the same time, provision should be made for the early-comers. Opportunities should be given the children to help arrange and beautify the room. Flowers and birds need fresh water, pictures need to be hung and materials brought out for use. The children may engage in free play with toys, or work on some unfinished project. These activities often provide situations in which conversation takes place naturally and leads to song, prayer, and the desire for a story.

Worship

At one time we planned formal worship services for beginner children, services in which songs and prayer followed each other in orderly succession without any comment from the teacher or children. But as we watched the faces of the children, we could

not help wondering how much real worship was taking place. The children seemed to accept the service as something which had to be gone through; we missed the spirit which characterized the brief periods of worship that came later as an outgrowth of real experiences. In the long sessions of the vacation school, it is possible to have experiences in which a sense of wonder is awakened which results in real worship. It is this type of worship that the present course seeks to capitalize. There may be several very brief moments of worship in some sessions and a repeated use of the same worship materials.

Rest Period

The rest period should be one in which the children can really stretch out and relax. Sitting in a chair with one's head on the table has not half the value of a stretch on the floor. One school in which there were no rugs, used heavy, unbleached sheets. The mothers of the children furnished this part of the equipment and laundered the sheets at the close of each week. Large sheets of paper that can be folded and put away by the children are satisfactory substitutes for sheeting.

Lunch

A period in which lunch is furnished by the school is advisable for several reasons. Children of this age, when away from home and engaged in various activities, seem to grow hungry and require a mid-morning luncheon. If the school makes provision for this, it eliminates the conglomeration of unsuitable lunches which children so often bring. Eating together has its social values; we take turns in serving, wait until another has been served, and laugh and talk together over our cups of milk or lemonade. Last but not least, it provides a situation in which a feeling of gratitude may be real and an expression of that gratitude in prayer very natural. The picture, "We Give Thee Thanks," by Jessie Wilcox Smith, may serve as a stimulus to their thanksgiving.

Whatever is served should be of such a character that it will not spoil the children's appetite for their noon meal. A cup of milk or weak lemonade and a graham cracker will be satisfying to the child and at the same time meet with the approval of the parents.

As the children are enrolled, it would be well to ask the parents about their special diets.

Paper cups eliminate the extra task of dish-washing, but because of the difficulty in handling them make it necessary for the teacher to do the serving. Sherbet cups or low cups of any kind make it possible for the children to have experience in serving.

Joy

Above all, let there be joyous living in these morning sessions. That does not mean license. A teacher should be able to recognize this state and calm down the children through the establishment of a center of interest of a quiet nature. There should be joyous laughter, both teachers and children laughing together over funny happenings—children dislike a glum teacher. Attention should never be focused on a timid child; it makes him unhappy. Rather focus your attention on another child who will do what is expected without any qualms and set the pattern for the timid child. Try to discover each child's dominant interests; appealing to these will make for happy experiences. If something in the environment has caused a child to have an unhappy experience and has awakened fear, remove it, at least temporarily, if that is at all possible. Help each child in the establishment of friendships; there is no child so unhappy as the lonely child. Have another child take him places, get them to do things together and for each other, and friendship will develop in a short time. Let there be joyous living in these sessions! Can we say that we are realizing the goal expressed in the title, "Our Happy World," if our children are not having happy, joyous experiences?

Songs

The songs which are used in the development of the class sessions may be found at the end of the book. Other songs that are suitable but not essential in the development of the course are referred to in the section at the beginning of each unit.

Pictures and Objects

These are listed for the busy teacher's convenience in the general section at the beginning of each unit. Acquaint yourself with these materials sometime in advance of the opening of your school in

order that those for which you must send out of town will be on hand when needed.

Materials for Manual Activities

It is impossible to make a complete list of the materials that will be needed because this depends upon your choice of enterprises and manual activities. It would be well to read through the suggested activities given in the general section at the beginning of each unit, decide as far as is possible with the limited knowledge that you have of your group, which of these you plan to use, and make a list of your own materials. There are, however, some general materials which will be needed no matter which of the enterprises and manual activities you choose. These are listed below for your convenience. The list has been made on the basis of twenty children. If you want your children to learn to work together and to share, you may purchase only half of the number of permanent tools listed below.

- 1 ream of Manila paper.
- 20 boxes of crayolas.
- 20 pairs of scissors.
- 1 large jar of paste or ten small jars. Cold cream jars may be saved for individual use if a large jar is purchased. "Gluey Paste" is best and may be secured from Evan's School Gluey Commercial Paste Company, Columbus, Ohio.
- 3 jars (red, blue, yellow) Tempera paints.
- 20 paint brushes
- 1 package 12"x18" construction paper, assorted colors.
- 2 5-lb. packages of clay flour.
- 2 packages of plasticine.

Try to discover some local house from which to secure your materials. A kindergarten and school supply store or denominational house together with the ten-cent store may be able to fill your needs. Following are the names and addresses of a couple of large supply houses: Talens School Products, Inc., 320 E. 21st St., Chicago, Ill.; Milton Bradley, Springfield, Massachusetts.

Games

The games for little children should not be formal, have many rules, require much control in waiting turns, or be over-stimulating.

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Games

The games for little children should not be formal, have many rules, require much control in waiting turns, or be over-stimulating.

Children of this age should never be expected to walk in a formal line or play games in a large, perfectly formed circle. You can get them to do it, but as soon as you do demand this of them, spontaneity and joy are killed. And of what value are games when they have been drained of joy? If your children are thoroughly enjoying themselves, you may expect them to be very active and to laugh heartily. That is the way in which they express joy.

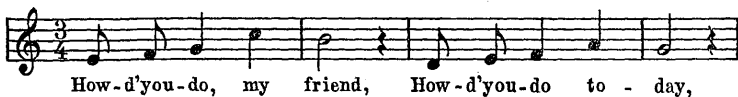
It is best to alternate games of an active and quiet nature. If playing together has over-stimulated the children, a period of free play is advisable.

It may be that your group is too large for the freedom and abandon which should characterize children's games; divide into smaller groups where this will be possible and where the problem of waiting turns will be greatly reduced. If a division is made, let each group go to a different part of the playground in order that there may be no interference or confusion. Fifteen should be the maximum number in such a play-group. A smaller number is, however, desirable.

The following games were enjoyed by one group and may prove of interest to your children:

How-do-you-do, My Friend

The children stand in an informal circle. Several children are chosen to find a friend with whom to dance while all sing the song given below. If your group is made up of younger beginners, each child may choose a friend with whom to dance while the teachers sing.



If only a part of the children dance the first time, the game continues by having them find other friends. This is repeated until all of the children are dancing.

Rolling Balls or Tossing Bean Bags

A circle may be drawn on the floor into which the children attempt to roll balls. Success may be rewarded by the clapping of hands. It is even greater fun to toss bean bags into a waste paper can.

Here We Go Round the Mulberry Bush

Children who have attended a secular kindergarten know and enjoy this. Others will learn it very quickly and enjoy it because all can participate at one time. This game is particularly fitting after you have been talking about the home and the activities of the home.

All circle informally to the left on the introduction and refrain. On the stanzas all drop hands and act out the words. Do not follow any formal order of activities, but let the children suggest what should be done.

INTRODUCTION AND REFRAIN

The musical notation consists of three staves of music in G major (one sharp) and 6/8 time. The first staff contains the melody for the first line of the refrain: "Here we go round the mul - ber - ry bush, The". The second staff continues the melody for the second line: "mul - ber - ry bush, the mul - ber - ry bush; Here we go round the". The third staff concludes the melody for the third line: "mul - ber - ry bush, So ear - ly in the morn - ing." The lyrics are printed below the notes on each staff.

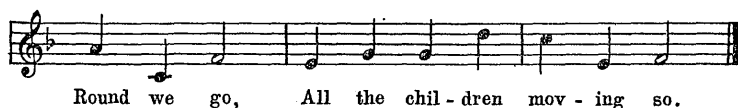
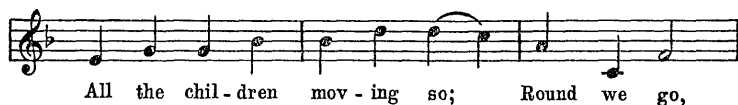
Here we go round the mul - ber - ry bush, The
mul - ber - ry bush, the mul - ber - ry bush; Here we go round the
mul - ber - ry bush, So ear - ly in the morn - ing.

STANZAS

This is the way we wash our clothes—iron our clothes—mend our clothes—scrub the floor—go to church—etc.

Round We Go

The children form a circle. Guided by the leader, they participate in the activities suggested by the words of the various stanzas given below.



2. Down we go, etc.

4. In we go, etc.

3. Up we come, etc.

5. Out we go, etc.

Mother Pussy Lies Fast Asleep

This is particularly fitting after you have been talking about pets. It is enjoyed more in a small group than in a large one because each child wants to be a participant; he receives no particular joy from watching others.

One child is chosen to be mother pussy. Several others are chosen to be her kittens. Mother goes fast asleep. (Care must be taken to see that mother is very fast asleep because her kittens want to hide from her.) The children suit their action to the following words which are repeated by the leader.

Mother pussy lies fast asleep;

To her side the kittens creep.

But the kittens like to play;

Softly now they steal away.

(Kittens creep away and hide.)

Mother pussy wakes up to see—

No little kittens!

Where can they be?

(Mother meows and the babies answer. By listening carefully she is guided to their hiding places.)

Shaker Song

The children stand in an informal circle and suit their action to the singing of the following words.



1. Put your one hand in,



Put your one hand out, Give your one hand a



shake, shake, shake, And turn your-self a - bout.

2. Put your other hand in, etc.
3. Put your one foot in, etc.
4. Put your other foot in, etc.
5. Put your head 'way in, etc.
6. Put your whole self in, etc.

An Adaptation of the Muffin Man

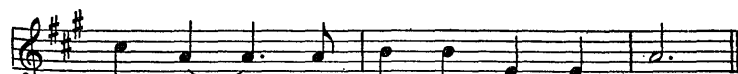
Use the names of helpers about whom the children have been talking. Several children are chosen to begin the game. They go off and decide which helper they want to sing about. When they have come to an agreement, each walks or skips in time with the music, while the teacher sings to some child seated in the room or on the grass. Taking him by the hand he leads him to an open space. The little groups of two then join both hands and dance around singing, "Oh, yes, we know the mail-man," etc.



Oh, do you know the mail - man, The



mail - man, the mail - man, Oh, do you know the



mail - man, That works down on our street?

Oh, yes, we know the mail-man,
 The mail-man, the mail-man,
 Oh, yes, we know the mail-man
 That works down on your street.

2. The milkman
3. The policeman
4. The carpenter, etc.

Ring-Around-a-Rosie

This is so familiar that it needs no description. It is listed here because it never seems to lose its charm for the younger members of this age-group. It is enjoyed more in small groups than in large ones because of the utter abandon in playing which the small group makes possible.

Sally Go Round the Stars

This belongs in the same class as "Ring-Around-a-Rosie." The children go round as they sing or recite

Sally go round the stars,
 Sally go round the moon,
 Sally go round the chimney-top
 On a Saturday afternoon.

They then jump in the air and shout—wee!

Play Equipment

Children of this age must have play materials. These need not represent a large expenditure of money. With time and some ingenuity a person can produce equipment with little or no outlay of money. The work involved in this need not fall entirely upon the teacher. She can enlist the services of junior groups and adult members of the Sunday school.

The beginner children of one vacation school gained a feeling of friendliness for the junior boys and girls of the school through the play equipment which these juniors made for them. The work furnished the juniors with a project which proved of real interest to them. Most of the following things juniors can make for your children:

1. *A Library Table.* This can be made by nailing two orange

boxes back to back and a board across the top. With the addition of a little paint the table is finished.

2. *A Cupboard.* This can be made out of the same material as the above. The boxes, however, will be nailed side to side.

3. *Bean Bags.* Junior girls can make bean bags which are substantial enough for beginners to use throughout the vacation school.

4. *Bean Bag Board.* This should have only one large hole in it. It may be made of beaver board and painted.

5. *Picture Puzzles.* The pictures should be colored and without much detail. They should be cut into not more than ten large pieces.

6. *Dolls.* These are a very important part of the play equipment of a kindergarten. A young woman in one church school made some very attractive stocking dolls.

A doll makes a greater appeal to a kindergarten child if its dress can be removed. To be satisfactory a dress should be full and open all the way down the back. Large snaps or buttons about the size of a dime should be used as fasteners. The sleeves should be short and without gathers at the bottom.

7. *Blocks.* The plain, unpainted blocks put out by the Holgate Company, of Kane, Pennsylvania, lend themselves well to building purposes. However, this expenditure is likewise unnecessary if you begin a collection of your block materials long enough ahead of time. Smooth wooden boxes of various sizes which have been nailed shut and painted with a smooth lacquer make excellent building materials.

8. *Celluloid Animals.* These can be secured from a ten-cent store. They lend themselves nicely to building purposes.

9. *Trucks and Trains.* These also lend themselves to play activities connected with building.

10. *Doll Bed.* This may be secured from a home where the child has outgrown play with dolls.

11. *Balls.* Soft rubber balls, four or five inches in diameter are indispensable.

The Children's Library

Somewhere in the room there should be a browsing corner. In it there may be a library table (see "Play Equipment" given above),

a kindergarten table, chairs and a small rug. A rug is valuable because young children like to sit on the floor or even to lie on their stomachs when looking at books.

Many suitable books can be purchased at the five- and ten-cent store. Other books may be gotten through the awakening of the interest of a mothers' class or class of older girls in the work of the kindergarten. Suitable books are listed below under the headings of the three units of this course.

I. The Child's Home

TEN-CENT-STORE BOOKS

Baby's First Book, by John Y. Beaty and J. C. Allen. Saalfield Publishing Company.

On Our Farm, by John Y. Beaty and J. C. Allen. Saalfield Pub. Co.

Friendly Animals, by Roy Best.

Little Dog Cracker, by Rachel Taft Dixon and Marjorie Hartwell.

Dogs, by Diana Thorne.

Baby Animals, by Diana Thorne.

MORE EXPENSIVE BOOKS

Pelle's New Suit, by Elsa Beskow. Harper and Brothers.

Ask Mr. Bear, by Marjorie Flack. Doubleday, Doran.

Michael Who Missed His Train, by Dorothy and Marguerite Bryan. Doubleday, Doran.

The Little Family, by Lois Lenski. Doubleday, Doran.

The Choosing Book, by Alice Dalgliesh. Macmillan Company.

Daddy's Adventures with the Animals, by Helen Fuller Orton. Stokes.

II. The Child's Helpers

TEN-CENT-STORE BOOKS

The Farmer at His Work, by John Y. Beaty and J. C. Allen.

Watch for other books on helpers which may appear from time to time.

MORE EXPENSIVE BOOKS

Social Science Readers, by Helen S. Read. Illustrated by Eleanor Lee. Charles Scribner's Sons. *Billy's Letter*, *Mary and the Policeman*, *Mr. Brown's Grocery Store*, *Jip and the Fireman*.

The Train Book, by Wm. C. Pryor. Harcourt, Brace.

III. *The Child's Larger World*

Books telling of children of other nations and races may be introduced here.

Children at Play in Many Lands, by John Rae. The P. F. Volland Company. 25c.

The Story about Ping, by Marjorie Flack and Kurt Wiese. The Viking Press.

The Nursery Series. Friendship Press, 150 Fifth Ave., New York City. *Kembo*: A Little Girl of Africa; *Ah Fu*: A Chinese River Boy; *The Three Camels*: A Story of India; *Esa*: A Little Boy of Nazareth; *Mitsu*: A Little Girl of Japan.

There may be times during the morning when a book may be used with the group as a whole. The ideal procedure is to have the children seated about you on the floor while you sit on a low chair holding the book so that all can see the pictures as the pages are turned. A book may initiate conversation and other forms of activity, or conversation may lead to the enjoyment of a book.

First Aid Equipment

Knees will get skinned and other accidents may happen. Therefore the following equipment should be on hand:

- 1 roll of 2" gauze bandage
- 1 roll of 1/2" adhesive tape
- 2 oz. Iodine or Mercurochrome

How to Get Ready for a Vacation School Kindergarten

1. Become thoroughly acquainted with the course yourself.
2. Have staff conferences in which you discuss the purpose, equipment, and informal procedure of the kindergarten, label and put away supplies, plan the set-up of the room, and make name tags. Such tags facilitate getting acquainted. They are most satisfactory if made of one-inch adhesive tape. Strips 2 1/2 inches in length pasted back to back form tags that cannot be torn.
3. Have a visiting day for parents and children before the opening of school to acquaint them with the room, make timid children feel at home, and fill out the enrollment cards.

FIRST SESSION: WE GET ACQUAINTED

The first day at the vacation church school should be a happy one. The plan for this session should be so informal that the children will quickly have a feeling of being at home. Free play and a chance to explore the environment help to bring this about. But along with this feeling of "at homeness" should begin to develop a realization that boys and girls have a part in making the vacation church school a happy place. Therefore, we set up as our

Desired Outcomes

What We Hope the Children Will—

Experience: Happiness on their first day at school. Joy in helping to make the school a beautiful and happy place.

Think: We have a happy time at vacation church school. We help to make school a happy place.

Suggested Materials from Which to Choose

Story: "The School of Happy Friends."

Songs: "Friends," "Glad Song."

Pictures: Of children having happy times playing together.

Play: With toys—dolls, doll bed, dishes, blocks, books, etc.

Excursion: Around the room to become acquainted with the room, the materials, and the places where they are kept.

Something to Make: Picture books for the library corner in the beginners' room or individual oilcloth table covers to be used each day during the lunch period.

A piece of light colored oilcloth eleven inches square makes an attractive table cover that the child can wash off and care for himself. If two or three colors are purchased, the strips that are left after the table covers have been cut may be made into 1½ inch squares for decorative purposes. These the children may cut into flowers (or what they will call flowers) and sew them with 8-ply wool yarn to the corners of their covers. A stiletto or some pointed

instrument should be used to punch holes to make the sewing easy and blunt needles to make it harmless. The sewing will consist of sticking the needle through the flower and corner of the cover to the wrong side and then back again to the right side. The yarn will then be tied and cut off making a knot for the center of the flower. Some children of this age are able to tie a knot while others are not. The capable children may be used as helpers in this part of the work.

Suggested Procedure

Whether the children enter the room as they arrive or come in from the playground as a group, they should be permitted to have

Free Play with Toys. Blocks, dolls, doll bed, table, dishes, toy animals, books, etc., will lead to natural play activities and cause the children to feel at home. Every effort should be made by the teachers during this free-play period to

Become Acquainted with the Children. One of the best times to learn the name of a child is while playing with him informally. Little children like to be called by name and think it very strange if you mistake their identity. (If the name tags were not pinned on the children as they arrived, they may be pinned on now. See "How to Get Ready for a Vacation School" under Introduction.) Before the play begins to lag or to become uninteresting, music is heard on the piano and the children learn that it is saying, "Come over near the piano." You now have an opportunity to test your acquaintance. You try to see how many names you are able to associate with faces. You may do this by playing a little game, such as rolling a ball to each child and calling his name at the same time. When the ball is returned, the child may give your name. This play is particularly suitable if your group is small.

This happy play may now lead to

Conversation about That for Which They Are Glad. Comments and questions such as the following may cause the children to express themselves freely: "All of you look so glad. What makes you glad today?" You may utilize the children's responses by weaving them into the "Glad Song." It is possible that a child will say that he is glad because he could come to school. You might

then suggest that they haven't yet seen everything in their room for which they should be glad and invite them to take

A Walk around the Room. (If your group is very large, let each assistant take a number of children on this journey. Call their attention to specific things to be seen.) The children discover work materials that they had not seen—paper, scissors, paste, clay, etc.—and where these things are kept. They see the table in the corner with books on it; you call it the library, and together you turn the pages of some of the books. They visit again some of the toys with which they played on arrival and learn where the different things are to be kept.

"We will have a happy time here," you suggest. "Let us look at some pictures of children playing happily." The children may

Look at Pictures. "Why do you suppose they are happy?—What will help us to have a happy time in our school?" "Friends" might be introduced and sung to the children at this time. After this they may be ready for the

Story: "The School of Happy Friends."

The children then should have fifteen minutes of

Play Out-of-Doors. This is one of the best times to help them to see that they too are responsible for their happy times. After this they will be ready for a five-minute

Rest Period. This should be a thorough relaxation on the floor. (See "The Day's Procedure" under Introduction.) Music may be played or an appropriate lullaby sung. When the children have relaxed thoroughly, the teacher may say, "In the morning the sunbeams come to awaken people. I'm going to play that I'm the sunbeams and come to awaken you now. Do not get up until you feel the 'sunbeams' touching you." Those who have really been resting should be awakened first. As each child is touched he may go with a helper to

Wash Hands. Awakening the children in the above manner avoids congestion in the one or two wash-rooms of the church. In the beginning the washing of hands will require rather close supervision, but it will soon be found that the children can do this with

little help from the teachers. When all the hands are clean, the children will be ready for

Lunch. As a prayer of thanks the "Glad Song" may be sung. That which is sung will depend upon the responses of the children in answer to the question, "For what are we glad today?" The children should help as much as possible in passing things. Paper napkins may be used as individual table covers and napkins. Conversation about these may lead to

Making of Oilcloth Table Covers. Should you decide not to make and use such table covers, there may be a

"*Retelling of the Story*, if the children so desire.

Comment may be made on the smallness of the library. "I wonder what we might do to have more books in our library." Magazine pictures of children having happy times together, and paper are brought out, and the children engage in

Making Picture-books for the Library. "Friends" or the "Glad Song" may be sung as the work is going on.

UNIT I. THE CHILD'S HOME

I FIND OUT WHAT MAKES HOME A HAPPY PLACE

For those who do not plan to develop their own class sessions but feel the need of following outlines that have been rather specifically planned, see page 36 after reading the first two sections on experiences and outcomes given below.

Experiences and Needs of Beginners on Which This Unit Is Based

This section of the unit, "The Child's Home," is based on experiences which are more or less common to all beginners. Each is a member of a family group and has associations with adults and often with brothers and sisters. Each is having to make adjustments to the interests of others. The comforts and happiness of the home are taken for granted unless the attention of the child is directed to an appreciation of these and to a realization that he plays a part in bringing about this happiness. Many children, even at this early age, hear discussions between parents about the limitations on spending, and are experiencing a dawning realization of the economic problems of the home. There is a tendency in every child to care for and protect life, particularly the small, the weak and the suffering. This tendency will remain dormant, however, unless there are opportunities for experiences which will bring about its development. Almost every home offers the child contacts with plant, animal or bird life. In the present economic crisis human needs, as well, are being brought to the consciousness of even very young children. None of these experiences and needs should be ignored.

Outcomes Desired Because of These Experiences and Needs

What We Hope the Children Will Think: I am glad for Mother and Daddy. They work hard to make home a happy place. Mother and Daddy know what is best for me and for my brothers and sisters. They are happy when I mind. God, the loving Father, is happy when I mind. Jesus helped in his home and made it a happy place. God needs me to help care for our plants, flowers, birds and pets. He needs me to help children in other homes. Mother and

Daddy and everyone in the home are happy when I share and when I am kind and helpful. It makes me happy too. Home is a happy place when we all work together.

What We Hope the Children Will Feel: A growing understanding of the way in which God cares for them. Love and appreciation for Mother and Daddy and for their part in making home a happy place. A sense of responsibility in helping to make home a happy place. A sympathetic attitude toward plants, pets and people. An increasing sense of fellowship with God in all of these experiences.

What We Hope the Children Will Do: Increasingly obey, help, share, and consider the rights of others in the home. Help to make visitors happy. Find satisfaction in helping God care for plants, pets, and his other children.

Suggested Outline, Situations, Materials and Activities for Developing Experience

See "How to Use Course" under Introduction.

Outline

This experience should cover approximately ten sessions. See Contents for a suggested outline.

Situations to Be Utilized and Developed

1. On the first and second days you will probably have some mothers who feel the need of remaining, at least for a part of the morning session. Invite them into the group and let them share in your happy times. Utilizing this situation in this way makes very real the session on "Happy Times with Mother."

2. If you have a small beginner group and an understanding mother who is willing to cooperate, you may make very real the session on, "I Make Others Happy by Helping" or "Home Is a Happy Place When All of Us Work Together" by going to her home and helping. There may be dusting to be done, silver to be dried, cut grass to be piled into baskets, and an errand to make to the store. The climax may be—having a happy time playing with this mother on the lawn.

If the home situation is impracticable, be sure that your children have plenty of opportunities to help and to work together in the kin-

dergarten. Let them water the plants, care for the pets, dust the tables, wash and dry the cups used during the lunch period, etc.

3. If the children have pets, let them be brought to and cared for at the school. You may introduce some yourself, such as a canary, goldfish, turtle or white rats. If your school is in a small town or in the country, you may make a trip to see pigs, sheep, cows and chickens, and have the owner tell how he cares for them. City children may make a trip to a pet shop if there is one in the community.

4. People will drop in to visit. Invite them into the group and help them to feel at home. Let them participate in your activities. Share with them your songs and stories. Through suggestion get individual children interested in the visitor. For example: "Miss _____ hasn't seen our turtle, Charles. Will you take her to see it?"—"Miss _____ likes our bean bag board. I wonder who will play with her."

Arrange to have someone visit on the day on which you plan to make visitors and the happiness of visitors your special consideration.

Stories

The following stories are suggested as suitable for this experience and may be found in the story section of this book:

"The School of Happy Friends," "Jesus and the Children," "The Boy Jesus Helps in His Home," "When My Mother Calls Me," "Jerry Learns to Help God," "The Kind Shepherd," "A Room for a Friend," "Who Needs the Shoes?" "Milk for the Nursery," "All the Good Things That God Gives to Me."

What to Do as the Children Gather

For general ideas see section "The Day's Procedure" under Introduction. In addition to the suggestions given there those that follow may be found helpful in this unit. These activities should not be forced upon the children. They should be a natural outgrowth of their experiences. The presence of well-selected materials and a suggestion or two from the teacher will usually be enough to start their play. All will not be engaged in doing the same thing; various play activities may be going on at the same time.

1. When the children arrive, they find on the tables doll families

which have been cut out of Manila paper. They invite the children to dress them. Crayons are produced and soon bright colored clothes appear. These families lead to conversation and activity; they eat, go to school, to work and to church; they play and even sleep. Play with these families will lead naturally to conversation about family happiness.

2. The presence of a large packing box (see No. 2 under "Something to Make and Do") may suggest the informal playing of "house." A small table, dolls, dishes and a doll bed will have the same result. In such a situation suggestions for happy home life may be "lived."

3. The library of the beginners' room may need books. The children can be helped to feel this need and engage in making picture-books. These will be of greater value to the makers if the pictures deal with the thought being developed at the time.

4. The children should care for their plants, birds and pets. They may give fresh water to the flowers, sprinkle the plants, give water to the birds and food to their pets.

5. Toy sheep may suggest the building of a sheepfold and the playing of the shepherd story.

6. If your children should decide to help "other children to have a happy home" by bringing money to buy them milk, a few milk bottles and a small wagon will invite the children to play milk-man.

Something to Make and Do

1. A Gift for Mother and Daddy. Make something for Mother and Daddy to help make them happy. This might be a painted flower pot in which seeds will later be planted, or it might be tie-backs for curtains. A flower pot has double value; not only does it give the child a chance to express gratitude to Mother and Daddy but it offers an opportunity to care for his own little plant. Tie-backs can be made out of macaroni, square pieces of colored paper, and heavy string. The macaroni should be the large variety which is cut in pieces. It can be colored easily with cake or egg dyes. Three different colors should be enough to give the children a chance to make a choice. Pieces of paper an inch square, of colors

that blend well with the colors of the macaroni, can be handled without difficulty by the children. A hole should be punched in the middle of each square. A twenty-two inch heavy string, one end of which has been dipped in paraffin, makes stringing easy.

2. A Packing Box House. A large packing box turned on one side may suggest the furnishing of a house and the playing of "house." The furnishings need not be elaborate; a box turned upside down makes a very good table, a piece of cloth is a table cover, and an orange box a cupboard. Plates can quickly be cut out of paper and decorated by little artists. Be guided by the responses of the children and make your suggestions accordingly. If some children take delight in going into the packing box, which is standing in the room apparently for no reason whatsoever, you might suggest, "Wouldn't this make a nice home? What would you like to have in your home?" Together you go in search of furnishings.

3. If the story, "All the Good Things That God Gives to Me," is used, the children may make out of clay some of God's good gifts of food that mother gives them to eat. These may later be painted with Tempera or water color paints.

4. Your children will be interested in caring for plant life if they have something for which to care. They will be more interested if they have had a part in planting the seeds or cuttings. If your children decorated flower pots for Mother and Daddy, they may be used for this purpose. Grapefruit seeds that have been soaked in water for several days will grow rather quickly. When the plants are several inches high, they should be pinched off at the top so that they will spread out.

Little children do not know what the water does to seeds. This can be demonstrated with little trouble. Fit a blotter around the inside of a straight glass. Place lima, navy, or kidney beans, which have been soaked over night, between the blotter and glass. Keep a little water in the bottom of the glass and the process of seed germination will be clearly seen.

5. Make the house which the woman fixed up to make Elisha happy. The large packing box may be used. For the upper room and stairway use smaller boxes. Furniture from the children's play

equipment or "box" furniture may be used in the upper room. A small platform or stage with steps leading up to it may be used if a packing box is not available or seems impracticable. (See No. 7 under "Play.")

6. Vacation school days are often hot ones. Anything that helps to make company cool, the children think, will also make them happy. Fans may be decorated for company use. If your children have not had kindergarten experience, the fans should be folded before the session by the teacher. If a hole is punched through one end of this accordian-like fan, a piece of yarn can be slipped through by the child and the fan tied together. Colored crayons are the best for decorating. This should be done before the tying. A sheet of nine by twelve Manila paper makes a very good fan.

7. If your children decide to bring money for milk in order that some other children may have a happy home, the gifts may be put into a milk bottle. Picture cards telling of God's good gifts may be made and sent along with the gift of money.

8. Individual milk wagons or a single large one may be made. For the individual wagons use empty cardboard boxes, milk bottle tops for wheels, and two-pronged paper fasteners to hold on the wheels. Small milk bottles can be made out of clay or plasticine. For the large wagon use two wooden boxes. Each box should be without the top and one side. When they are placed opposite each other and a board nailed in the bottom to make the floor, the children have a milk wagon that they can get into. A small box may form the driver's seat, a small chair the horse and heavy black tape the reins. If the children prefer a motor truck, they may ask the help of the junior boys in making the steering wheel. A sign needs to be printed to tell what kind of a truck this is. This may be done by an older child who makes his copy from the one printed on the blackboard by the teacher, or the teacher may print lightly on paper and a child go over it with crayon. Let the children decide what should be on the sign. Empty milk bottles may be used for supplies. By all means let the children choose the materials out of which to make this wagon and let them carry out their own ideas.

Play

1. "House." Dishes and dolls should suggest the home activities. The large packing box mentioned above may lead to the playing of "house." Smaller boxes nearby will suggest tables and chairs. The children can live through the various activities of the day which emphasize the part that Mother and Daddy play in their lives.

2. Doing the Things the Boy Jesus Did. To the tune, "Here We Go Round the Mulberry Bush," you may play doing the things that we think the boy Jesus did to help in his home. (See story, "The Boy Jesus Helps in His Home.") The song may be sung in the following way:

"This is the way he went to the well,
Went to the well, went to the well;
This is the way he went to the well
Whenever his mother asked him."

Other activities—carried wood, swept shavings.

3. Doing Things to Make Mother and Daddy Happy. In Pantomime individual children may play doing things to make Mother and Daddy happy. Others may guess what the child is doing. "What Can I Do?" from *Song and Play for Children*, by Danielson and Conant, may be used with this play.

4. Being Birds. This play activity is suggested by the following verse:

I saw some little birdies going hop, hop, hop,
I said, "Dear little birdies won't you stop, stop, stop?"
They came to my bird-bath;
I said, "How do you do,"
They took a fresh drink and then
Far away they flew.

The birds then fly around. Any music suggesting flying may be used.

5. Caring for Pets. This may be played as a guessing game. A child shows what he does to care for his pet. The others try to guess what he is doing.

6. Play the story, "The Kind Shepherd." The children enjoy

this. A circle of chairs for a sheepfold and a long stick for a crook are all of the properties that are needed. The sheep follow the shepherd to the green meadow, they eat grass and drink water and then return to the fold to find one little sheep missing. They watch the shepherd as he goes in search of the lost sheep and listen for the faint, "Baa, baa."

The children seem never to tire of playing this. They like to take turns at being the kind shepherd or the little lost sheep.

7. Play the story, "A Room for a Friend." This may be played in connection with number 5 under "Something to Make and Do." Playing the story should be the natural climax to that enterprise. How happy the hostess will be to welcome Elisha and show him into the room that she has made ready for him!

The children of one school used a small platform with steps leading up to it for the upper room. The part of the house where the woman and her husband lived was down in front of the stage. This they marked off with tables. The play was one of few words, the children's hospitality being shown by actions.

8. Play "having company." Following conversation by the group on what we can do to make visitors happy, a couple of children may play being visitors while others act as hosts. This will help to clarify their thinking and make definite certain acts of kindness that are possible.

9. If the children should decide to bring gifts of money to buy milk for other children, they will enjoy playing milkman and delivering the milk. This will be particularly true if they decide to make a milk wagon or truck that is large enough to sit in.

Songs

The songs given at the close of this book are the only ones used in the class sessions as they are here developed. However, you may be developing your own sessions and have access to books in which other suitable songs can be found. Such songs, as well as those found in this book, are listed below for your convenience.

Relations with People: "Friends," "When My Mother Calls Me," "Helping Song" (song section of this book).

Relations with God: "Glad Song" (song section of this book).

"Work and Play" and "Our Gifts" from *Worship and Conduct Songs*, by Shields. "Wonder Song" from *Worship and Conduct Songs* and *Songs for the Pre-School Age*, by Shumate.

Relations with Jesus: "The Child Jesus" from *Songs for the Little Child*, by Baker and Kohlsaat. "The Children's Friend" (song section of this book).

Relations with Plants and Animals: "What Kind of a Kitty Have You?" from *Worship and Conduct Songs*, by Shields. "Robin Red-breast," "Pretty Pussy," "The Canary," "Lambkins and Shepherd" from *Songs for the Little Child*, by Baker and Kohlsaat. "I Love Little Pussy" and "What Our Pets Say" from *Song and Play for Children*, by Danielson and Conant.

Pictures and Objects

Pictures of mothers, fathers and children in their various everyday experiences in the home.

"Christ Blessing Little Children," by Plockhorst.

"The Childhood of Christ," by Hofmann.

Pictures of children sharing toys.

Picture of an Oriental house with an upper room. It would likewise be well to have a model to show to the children.

"Spring Song," by Glücklich or any picture of a child listening to a bird.

Pictures of children caring for flowers, birds and pets.

Real plants, flowers and pets.

Pictures of shepherds and sheep.

A bird-bath—a pan or dish is satisfactory.

Pictures of the children for whom they decide to bring or make gifts.

Scripture

Be ye kind one to another. Ephesians 4: 32.

Children, obey your parents. Colossians 3: 20.

Forget not to show love. Hebrews 13: 2.

Prayers and Poems

There will be, of course, any number of short prayers growing out of the experiences of the children. These should be expressed

in language suited to the child's development, and formulated by the teacher or a member of the group. In addition, the following verse prayers may be found to fit into the experiences of this unit.

"I thank you, loving Father,
For my happy time today,
For my mother and my daddy (or father)
And my friends with whom I play. Amen."

"God is great and God is good,
And we thank him for this food. Amen."

"Nature's Message" will fit into your nature experiences.

"The little flow'rs peep thro' the ground
To say to people all around,
'Your Heav'nly Father sends his love
To you and you and you.'¹

The little bird up in the tree
Sings cheerily to you and me,
'Your Heav'nly Father sends his love
To you and you and you.'

The trees stretch branches in the air
To say to children everywhere,
'Your Heav'nly Father sends his love
To you and you and you.'"

Suggested Development by Class Sessions

I. *Happy Times with Mother and Daddy*

DESIRED OUTCOMES

What We Hope the Children Will—

Think: I am glad for Mother and Daddy.

Feel: Love and appreciation for Mother and Daddy and for their part in making home a happy place.

¹From *Worship and Conduct Songs*, by Elizabeth McE. Shields. Used by permission.

SUGGESTED MATERIALS

Story: "Jesus and the Children."

Songs: "Friends," "Glad Song," and "The Children's Friend."

Pictures: Of mothers, fathers and children in their everyday experiences in the home. "Christ Blessing Little Children," by Plockhorst.

Something to Make: Make something for Mother and Daddy to help make them happy. (See "Something to Make and Do" at beginning of this unit.)

Dress paper doll families: See "What to Do as the Children Gather," No. 1, of this unit.)

Play: Giving doll families something to eat, taking them to school, to work and to church, and putting them to bed.

SUGGESTED PROCEDURE

As the children arrive, they are encouraged to get out any of the play materials with which they became acquainted on their first day and to help fix up the room. Paper doll families suddenly appear on the tables and invite those who have arrived to

Dress the Doll Families. Some children will dress these very attractively while others with less experience will make them a vivid red or purple all over.

If some of the children do not care to "dress families," they may be encouraged to

Build a Big Block House for the Doll Families. As the dolls are finished, "they will have great fun making trips to the block house."

Music is heard on the piano and the children with their "families" sit down for

Conversation and Play. Each child enjoys looking at the different mothers, daddies and children.

"What does a family do first when it gets up in the morning?" Play dressing, eating, going to work and going to school. "When night-time comes and all is still, what does the family do?—Let us put our families to bed in the house that some of the children built." (If you have a large group, the children will have to take turns in putting their families to bed.)

After this the children may enjoy looking at

Pictures of Mothers, Daddies and Children in Their Various Everyday Experiences in the Home. "What does Mother do to make home a happy place?—What does Daddy do?"

Music of the "Glad Song" is played. "For what are you glad?" The suggestions of the children are utilized in

Singing: "The Glad Song." Because of the conversation and pictures which preceded the song, the children will surely want to sing that they are glad for Mother and Daddy. "They are good friends to you," you suggest. This suggestion may lead to the

Song: "Friends." You may then look at a

Picture of Mothers and Children: "Christ Blessing Little Children." You find the babies, point to the mothers, and find someone else—Jesus.

"Perhaps your mother has told you this story about these mothers and children. I'll play that I'm your mother and tell it to you."

All listen as the teacher-mother tells the

Story: "Jesus and the Children."

After the story you may look at the picture again, sing to them "The Children's Friend," and then go into the yard for

Out-of-Door Play. Play No. 3 of this unit will fit in well with the thought being developed. "How Do You Do, My Friend" (see "Games" section of Introduction) is also suitable. However, do not feel that you must limit your games to those that emphasize this particular thought.

After the games the group will be ready for

Rest. Again the "sunbeams" awaken the children one by one, and they go to

Wash Hands. Those who finish first may put the chairs around the tables and give out the napkins to the children. In a short time each child will be able to identify his own table cover which was made during the first session. When everyone is seated, they will be ready for

Lunch. The "Glad Song," using the suggestions of the children, may be sung, followed by a simple prayer of thanks.

Following this there may be

Conversation. "Mother and Daddy do so much to make us happy. I wonder what we could do to surprise them and make them happy." This may lead to the

Making of Something for Mother and Daddy to Help Make them Happy. See No. 1 under "Something to Make and Do."

Before going home the children may feel like singing "Friends" or "Glad Song" and thanking God in the first prayer given under "Prayers and Poems" at the beginning of this unit.

II. I Make Others Happy by Helping

DESIRED OUTCOMES

What We Hope the Children Will—

Think: Jesus helped to make his home a happy place. I can help too.

Feel: A growing sense of responsibility in helping to make home a happy place.

Do: Increasingly help and share in the home.

SUGGESTED MATERIALS

Story: "The Boy Jesus Helps in His Home."

Songs: "Friends," "Helping Song."

Pictures: "Christ Blessing Little Children," "The Childhood of Christ," and pictures of children helping in the home.

Prayer: See first session of this unit. Grace (see section on "Prayers and Poems" of this unit).

Scripture: Be ye kind one to another. Eph. 4: 32.

Something to Make and Do: Continue work on gift for Mother and Daddy. "A Packing Box House" (see "Something to Make and Do" at beginning of this unit).

Play: "House" (see the first play activity suggested for this unit). "Doing Things to Make Mother and Daddy Happy" (see the third play activity of this unit). "Doing the Things the Boy Jesus Did" (see the second play activity of this unit).

SUGGESTED PROCEDURE

Toys, play materials, and the library, which are beginning to be "old friends" by now, invite the children as soon as they arrive to

Informal Play. If the dolls, dishes, and bed suggest the playing of "house," informally join in the play. An occasional suggestion from you (be careful not to destroy the spontaneity of the play) may lead to the playing of home activities which the children themselves might not have thought of.

"Is the daddy going to work?—Your little girl, —, is big enough to help her mother.— — is big enough to help his daddy. — May I be company?"

If you have succeeded in getting a large packing box, you will find your early-comers taking delight in going in the box and out again, in the box and out again. It is such fun to get inside of something! It feels so cozy! Perhaps a suggestion from you will be unnecessary to turn this box into a house. Some guidance, however, will probably be needed in its furnishing. Suggestive materials which will serve this purpose should be where the children can easily find them.

Before the play begins to lag, the children should be called together by

Music. "Friends" may be used for this purpose since it leads nicely to the thought to be developed.

"We had such a happy time this morning," you might suggest. "We are learning to be real friends." The children may then choose to sing the

Song: "Friends."

"Maybe you have found a friend here in our kindergarten," you suggest. The names of the children may be used in the song as they are given.

"We help not only our friends here at the kindergarten, but we help people at home," you suggest. This should lead naturally to

Conversation about things that they can do to help Mother and Daddy and to help make home a happy place. The children's thinking may be aided by the use of

Pictures. These should be of children helping in the home. Such conversation may lead to

Play: "Doing Things to Make Mother and Daddy Happy."

After this the children may be ready for the

Story: "The Boy Jesus Helps in His Home."

Then the children will appreciate the

Picture: "The Childhood of Jesus." A question or two will increase their appreciation. "What is the Boy Jesus doing?—His father is looking at his mother; he seems to be saying something. What do you suppose he is saying?"

After this the children may enjoy

Play: "Doing the Things the Boy Jesus Did."

Out of this play activity may grow a

Prayer of Thanks. This should be a short prayer thanking God for the Boy Jesus who was such a good helper in his home.

The children are now ready for

Out-of-Door Play. When they have had about fifteen minutes of vigorous play, they should come indoors for

Rest. This quiet relaxation should be followed by the

Washing of Hands in preparation for

Lunch. The "Glad Song" may be sung and the new grace introduced.

After lunch the children may continue

Work on the Gift for Mother and Daddy. While the children are at work on these gifts, and you are going about helping them, you may sing to them the "Helping Song."

III. Home Is a Happy Place When I Mind

DESIRED OUTCOMES

What We Hope the Children Will—

Think: Mother and Daddy are happy when I mind. God is pleased. I am happy too.

Feel: A desire to obey quickly.

Do: Increasingly obey in the home.

SUGGESTED MATERIALS

Story: "When My Mother Calls Me."

Songs: "Friends," "Glad Song," "Helping Song," "The Children's Friend" and "When My Mother Calls Me."

Pictures: Of children helping, sharing and obeying in the home.

Scripture: Children, obey your parents. Col. 3: 20.

Something to Make: Continue work on gift for Mother and Daddy.

Play: "House." (The house needs to be "fixed up." Unbleached muslin will make table covers and scarfs. Block print designs can be put on these by using corks from bottles cut in different shapes and water color paint.) "Doing the Things the Boy Jesus Did." "Doing Things to Make Mother and Daddy Happy."

SUGGESTED PROCEDURE

Whether you have a packing-box house or use a corner of the room, that house will have to be "fixed up." All of your children may not choose to do this as they arrive; some will probably play with balls, others with bean bags, some may draw on the blackboard and still others build with blocks. However, when they see children making a table cover pretty with paint, they are likely to leave their various occupations to join the block-printing business. It will be well, therefore, to have ready a table cover, bed spread, and scarfs of different shapes and sizes. The edges of these need not be hemmed; fringe makes a satisfactory finish. Care must be taken to see that the children are "friends" in sharing and taking turns. When the scarfs, table cover and spread are put in their respective places, a child may put a vase of flowers where the children think it will make the "house" look nice.

While they are standing looking at the flowers, music is heard and the children join in

Singing: "The Glad Song." The pianist continues and plays, "When My Mother Calls Me," if that is to be introduced later in the day. It is a signal inviting the children to be seated. At this time they may enjoy singing the

Song: "Friends" (first stanza).

"Some of you are learning to be good friends. You are learning to share and to take turns." (Mention some friendly acts you observed during the morning.) This will be an opportune time to introduce the second stanza of "Friends." It will also be an opportune time to have

Conversation. After talking about helping friends it may seem natural to talk about helping Mother and Daddy.

The picture, "The Childhood of Christ," may help the children to recall what Jesus did to make his mother and father happy and may lead to

Play: "Doing the Things the Boy Jesus Did."

"How can you make your mother and daddy happy?" you ask
If the children choose, they may

Play: "Doing Things to Make Mother and Daddy Happy."

This play may end by

Singing: "Helping Song."

If the children seem ready for a story, you might say, "Let us see what my story says about making Mother happy."

The children then come together to listen to the

Story: "When My Mother Calls Me."

"How did Armond and Bobby learn to make Mother happy?"

The children will then enjoy

Listening to the Song: "When My Mother Calls Me." After this they may be ready to

Talk to God. This should be a short prayer asking God to help them to obey quickly.

"Maybe there is something in the Bible that will help us to remember. Let us look."

All gather around the teacher to

Look for Col. 3: 20. As the teacher turns the pages, she may say, "This part of our Bible that I am going to read does not say mother or father but calls mother and father parents." She then reads, "Children, obey your parents." The children take turns in "reading."

After this there should be

Play-Out-of-Doors. If some child is reluctant to obey, sing to him, "When My Teacher Calls Me." (In the writer's experience this song worked like magic with children unaccustomed to obeying.)

Following this the children will need

A Period of Rest. "The Children's Friend," if used before, may be sung to the children at this time.

Then will follow in regular succession

Washing of Hands and Lunch.

After lunch the children may continue to

Work on Gifts for Mother and Daddy. Feel free to sing, "Helping Song" and "When My Mother Calls Me," as you work informally with your children.

IV. I Help Care for Plants, Flowers and Birds

DESIRED OUTCOMES

What We Hope the Children Will—

Think: God needs me to help care for plants, flowers, and birds.

Feel: A sympathetic attitude toward plant life and birds.

Do: Find satisfaction in helping care for plants and birds.

SUGGESTED MATERIALS

Story: "Jerry Learns to Help God."

Songs: "Helping Song," "When My Mother Calls Me."

Poem: "Nature's Message" (see "Prayers and Poems").

Pictures: "Spring Song," by Glücklich, or any picture of a child listening to a bird. Pictures of children caring for birds and flowers.

Objects: Flowers and plants. A dish or pan which may be filled with water for the birds. A canary, if possible.

Scripture: Be ye kind. Eph. 4: 32.

Something to Do: Plant petunia seeds, flowering moss or cuttings in the flower pots decorated by the children; if they did not make these, have little flower pots ready for them at this time. (See "Something to Make and Do" at the beginning of this unit.)

Take a dish of water out-of-doors to the birds.

Play: "Being Birds" (see the fourth play activity of this unit).

SUGGESTED PROCEDURE

Many, many flowers greet the children as they enter the room. The children enjoy

"Fixing Up" the Room and Watering the Plants. There are

vases to be filled with water, flowers to be arranged in them and the full vases placed where they will be enjoyed most.

If a canary is present to greet them, it will receive a large measure of attention. The children soon learn that if they get too close they disturb the canary and make him nervous and unhappy. They should be helped in giving the bird fresh water and in filling his dish, which was left empty on purpose, with seed.

Music is played, and the children come together for

Conversation. This may be about birds and flowers and should be a natural outgrowth of the above experience. The following questions may be suggestive:

"Who has a bird at home?—How does it make everyone at home feel when it sings?—I wonder what the bird in this picture is saying to the little girl?"

The children enjoy

Looking at the Picture: "Spring Song."

"This is what I think he is saying," you suggest. The children

Listen While You Repeat: "Nature's Message," stanza 2.

Repeat several times as the picture is being passed around for all of the children to see. Some will join with you. Encourage their participation.

"I wonder what all of these bright flowers say to us."

The first stanza of "Nature's Message" is repeated as the children look around at the flowers.

"How does God send his love to the birds and flowers?" Rain pictures will stimulate their thinking.

If your group is not too large, they will enjoy

Drawing on the Blackboard. Some may draw flowers and birds while others draw raindrops.

After this they may be ready for the

Story: "Jerry Learns to Help God."

Following the story they will enjoy

Singing: "Helping Song."

At this time they may

Look at Pictures: Of children caring for the birds and flowers or

Take a Dish of Water Outside to the Birds.

While out-of-doors they may engage in

Playing Games. Vigorous play makes them ready for
Rest and the Washing of Hands.

This should be followed by

Lunch. You may repeat once more the two stanzas of "Nature's Message." "What does God help us to have to show his love for us?"

Then may follow a short prayer suggested by the responses of the children or the prayer:

"God is great and God is good,
And we thank him for this food."

When lunch is over, the children may enjoy

Looking at Pictures (if this was not done before). Of children caring for birds and flowers—or they may be guided in

Planting Seeds or in Putting Beans in a Glass to See What Happens (see "Something to Make and Do").

"Suppose Mother calls you to water the flowers or give the birds a fresh drink," you suggest as they work, "what will you do?" This will be an opportune time for singing, "When My Mother Calls Me."

If time permits, they may enjoy

Playing: "Being Birds." Again all may join in the
Singing: "Helping Song."

V. I Help Care for My Pets

DESIRED OUTCOMES

What We Hope the Children Will—

Think: God needs me to help care for my pets.

Feel: A sympathetic attitude toward pets and other animals.

Do: Find satisfaction in caring for pets.

PLAN 1

SUGGESTED MATERIALS

Story: "The Kind Shepherd."

Songs: "Helping Song," "Glad Song."

Poem: "Nature's Message."

Pictures: Of shepherds and sheep. Of children caring for their pets.

Objects: A shepherd's crook or a stick which may be used as a crook.

Scripture: Be ye kind. Eph. 4: 32.

Pet: A canary, if possible.

Play: "Being Birds," the story, "The Kind Shepherd" (for description see the sixth play of this unit), "Caring for Pets" (for description see the fifth play of this unit).

Something to Make and Do: If some of the gifts for parents have not been completed, they may be finished at this time. Others may build a sheepfold and make sheep out of clay or heavy paper.

SUGGESTED PROCEDURE

This morning there will be many things to do—seeds must be watered, the canary cared for, and flowers and birds given fresh water. As the last touches are being put on these tasks, the music of the "Helping Song" may call those who have finished to

Come and Sing: "Helping Song." Let the children suggest that which is to be sung. They may sing about doing things "for others," "for flowers," "for birdies."

This may lead to the question, "How do the birds and flowers make you feel?" The children may then desire to

Sing: "Glad Song." Let the children suggest that for which they are glad.

"What do the little flowers that peep through the ground seem to say to us?" you might ask. The children should be given plenty of opportunity to express their ideas. If the thought of "Nature's Message" is mentioned, the children may

Listen to the First Stanza.

"What do the flowers say?" you ask.

Now the children will probably want to

Repeat with You: "Nature's Message" (stanza 1).

"What does the bird up in the tree sing cheerily to you and me?" you ask as you hold before them the picture of the child and the bird which was used in the preceding session. This will lead naturally to a recall of the stanza about the bird.

It is quite possible that the children will now be ready to

Pray. This should be a short prayer thanking God for his love and for sending the flowers and birds to tell of his love.

The children may now like to

Play: "Being Birds." When all have been birds and had a drink from the "bird-bath," they may

Look at Pictures and Talk about Caring for Pets. Each will have much to tell about his own particular pet. Whenever it seems appropriate, a song about a pet (see "Songs" at beginning of unit) may be sung to them. Out of this conversation may develop the

Play: "Caring for Pets."

Some children may be able to

Report on Kind Things They Have Seen Others Do for Animals. Do not dwell on this if reports do not come spontaneously. (This would be a good time to introduce a book from the children's library that tells of kindness to animals.)

After this you may

Look at Pictures of Men Who Are Kind to Sheep. They learn that such a man is called a shepherd. They examine the crook that he carries and learn that it is used to push back the bushes in order to free a sheep that is caught. They find out that the shepherd takes his sheep to the green pasture in the daytime and then back to the sheepfold at night.

Someone chooses to be the shepherd and all join in

Play. The shepherd leads them out to the green pasture where they nibble the grass and then leads them back to the sheepfold again. They are now ready to enjoy the

Story: "The Kind Shepherd."

Following this they will want to

Play: "The Kind Shepherd." For this there must be a shepherd, a sheep that gets lost, and all of the other sheep.

After this there will be a need for

Recess and Free Play. So much of the play during the morning was directed that it would be well to give the children a chance to play informally with balls, bean bags, blocks, dolls, beads, etc. After this free play, about five minutes time may be used to

Play Games Out-of-Doors.

Now the children will be ready for

Rest.

Following this the children should

Wash Hands and Have Lunch. The children may like to sing the "Glad Song" to express their thanks to God.

Those who have not already done so may

Finish Gift for Mother and Daddy.

Others may build a sheepfold out of blocks and make sheep to take out to the green pasture and back to the fold again.

If there is time (do not rush the children in order to cover a program you have planned), the children may choose once more to

Play: "The Kind Shepherd."

"What kind of a man was the shepherd?—I wonder if we can find something in the Bible that will help us to remember to be kind."

All of the children gather round to

Look Up Ephesians 4:32.

Note: You may feel the need of a second session on caring for pets. If so, a trip to see some neighborhood pets or to a pet shop may be made. If this is your plan, arrangements should be made with the owner today. Suggest to the owner that he tell about the way in which he cares for his pets.

PLAN 2

Some pets, such as goldfish, a turtle, a canary, or white rats may be brought to the kindergarten. Let the children help care for them. Show them the best ways of doing this. A simple story, such as "The Gold Fish" from *I Wonder*, by Alberta Munkres, may be used. The climax will be the trip to some neighborhood pets or a pet shop.

VI. I Learn What Makes Visitors Happy In My Home

DESIRED OUTCOMES

What We Hope the Children Will—

Think: I can help make visitors happy. I should share my games and toys with children who come to visit.

Feel: A desire to make visitors happy.

Do: Spontaneously look after the visitors who come to the school.

SUGGESTED MATERIALS

Story: "A Room for a Friend."

Songs: "Friends," "Helping Song."

Pictures: Of children sharing toys with visiting friends. Of an Oriental house with an upper room.

Objects: An Oriental house. This may be made of cardboard boxes. The upper room and stairway can be fastened on with two-pronged paper fasteners.

Scripture: Forget not to show love. Hebrews 13: 2.

Something to Do: Make an Oriental house such as the one that the woman made comfortable for Elisha, or decorate fans for company to use. (See "Something to Make and Do" at the beginning of this unit.)

Play: The story, "A Room for a Friend" (see play No. 7 of this unit) and "Having Company" (see play No. 8 of this unit).

SUGGESTED PROCEDURE

On arrival the children care for their seeds, plants and pets. When these duties are completed, they may engage in informal play. Some may enjoy drawing pictures of the animals visited on the preceding day. The drawing of pictures will lead naturally to

Conversation. Informal conversation will take place around the tables as the children draw. Group conversation will result naturally when the children have come together bringing their drawings with them. They will enjoy looking at these and talking about their experience of the preceding day. Their thoughts should be guided to a consideration of the way in which the owner cares for his pet or pets.

Following this it might seem natural to

Sing: "Helping Song." The names of various pets may be substituted for the word "others." Let the children decide what is to be sung. Pictures may offer them suggestions.

Once more you may

Look Up the Verse That Helps Us to Remember to Be Kind: Eph. 4: 32. Let some child "read" it.

"Being kind to our pets at home helps to make home a happy place," you suggest. "Can you think of some people to whom we must be kind if home is to be a happy place?"

This may lead to more

Conversation. Let the children tell freely of the persons in the home to whom they should be kind and of the kind things they do for each other.

"I wonder what kind things we can do to make company happy?" you ask. "Suppose your visitors are little boys and girls. What can you do to make them happy?"

Their thinking is guided by

Pictures of Children Sharing Their Toys with Visiting Friends.

Looking at these pictures and talking about ways of being kind to visiting children may suggest the

Song: "Friends."

"Suppose a visitor is going to stay over night at your house. What can you do to make that visitor comfortable and happy?"

The children then enjoy

Looking at a House That Is Different from Their Own. They examine the house carefully and talk about the part that might make visitors the most comfortable. You tell them a little about the climate and customs of the land where these houses are built—about the hot days and the evening breezes, about the closeness of the houses and the joy that the people find in looking at the starry night-time sky.

"Which room would best get the evening breezes? From which one could you most easily see the night-time sky? Which room would it be kind to give a visitor?"

After this the children will be ready to appreciate the

Story: "A Room for a Friend."

If you are not planning to have the children make an Oriental house out of a packing box and other boxes, your children may like at this time to

Play the Story: "A Room for a Friend."

Following the story or the dramatization of the story the children may engage in

Out-of-Door Play. Then will come in regular succession

Rest, Washing of Hands and Lunch.

Should you choose to make the Oriental house out of a packing box, the period following lunch will be a good time in which to do it. You may direct the attention of the children to the packing-box house with which they have been playing for several days.

"How could you make it into the house that Elisha visited?" you ask.

Boxes of different sizes may suggest to the children ways of doing this. Let them select the box to be used for the upper room. Let them discover how a stairway can be made out of the two or three boxes of different sizes. Care must be taken to see that the boxes are thoroughly strong. Let a couple of children build the stairway up against the house.

"But it is wobbly and might fall apart when you walk on it," you suggest. "What needs to be done?—What needs to be done to the room on the roof?—What must go inside to make it like the room that the woman fixed up for Elisha?"

The various tasks are enumerated. The stairway must be made, the upper room nailed on, a table fixed, and a bed, chair and lamp made. The various tasks are then assigned. Two or three big boys are chosen to nail the stairway together, two, to fasten on the upper room, two, to make the bed out of a box and a couple of boards, two, to make a chair out of a small box and one straight board. While some of the children are busily doing the carpenter work, others may make table covers, bed covers and lamps. The best one of each of these should be chosen by the children for the upper room.

The work on this enterprise may not be completed in one day. When it is finished, what a happy time the children will have

climbing the stairway and surveying the land! And what an inducement the house will be to the playing of the story!

If this enterprise seems impracticable in your situation and with your group, the children may feel the need, if the weather is hot, of

Making Fans for Visitors. These may be taken home when finished "to help make visitors comfortable."

If your children have had a happy time today, they may desire to

Thank God before Going Home. (See "Prayers and Poems" of this unit.)

Note: If your children started work on the Oriental house and still have much to do to complete it, do not hurry to the session, "Home Is a Happy Place When All of Us Work Together." Let the work on this enterprise be the nucleus around which an entire session is built. When the work is finished, the children may play the story, using their "very own house."

VII. Home Is a Happy Place When All of Us Work Together

DESIRED OUTCOMES

What We Hope the Children Will—

Think: Mother and Daddy and everyone in my home are happy when I share and am helpful.

Feel: A sense of responsibility in helping to make home a happy place. A sympathetic attitude toward people.

Do: Increasingly consider the rights of others.

SUGGESTED MATERIALS

Story: "Who Needs the Shoes?"

Songs: "Friends," "Helping Song," "Glad Song," "When My Mother Calls Me."

Scripture: Be ye kind. Eph. 4: 32.

Children, obey your parents. Col. 3: 20.

Forget not to show love. Hebrews 13: 2.

Play: "A Room for a Friend," "Having Company," "Doing the Things the Boy Jesus Did" (see play No. 2 of this unit).

Manual Activity: The children may draw pictures of things that they can share with brother and sister, mother and father, or friends.

SUGGESTED PROCEDURE

If your children made the large Oriental house, the sight of it will awaken a desire to

Play. They may play the story, "A Room for a Friend," but it is more likely that they will "busy" themselves about the house, climbing the stairs and fixing up the furniture.

If this enterprise was not carried out, they may have

Informal Play with Toys. The teacher should always be free to guide this play. She should not be an intruder directing the children and telling them what to do, but a follower of their lead, one who is ready, however, with suggestions that will stimulate their thinking, enrich their play, and guide their behavior.

If some have not finished their fans, they may do so at this time.

When music has called the children together, they may enjoy

Singing: "Glad Song." If someone suggests singing, "For our friends we're glad today," you can lead nicely to the

Singing: "Friends."

Now they may desire to

Play Being Friends to Visitors: "A Room for a Friend" or "Having Company," or both.

The question, "How can we be friends with Mother and Daddy?" will lead to

Conversation. Further conversation will follow the question, "How can we be friends with brothers and sisters?"

The children may find pleasure in

Reading Verses That Tell Us How to Make Home a Happy Place (see Suggested Materials).

The music of the "Helping Song" is played and the group joins in

Singing: "The Song That Tells Us What to Do to Make Home a Happy Place."

"See if you can find out what the children in the story that I am going to tell you did to make home a happy place," you suggest as the children gather round to

Listen to the Story: "Who Needs the Shoes?"

After the story you may sing again the "Helping Song" and then go into the yard for

Play.

When out-of-door play is over, they will be ready for

Rest, Washing of Hands and Lunch.

As you sit around the table before the crackers and milk are passed, you may have a brief period of conversation.

"When you are at the dinner table with Mother and Daddy, what can you do to make them happy?" You may sing the following words to the tune of the "Helping Song":

"When I eat the good things
Mother gives to me,
Then we both are happy,
Happy as can be."

"Suppose there is just one piece of cake on the table; Mother hasn't had any, Daddy hasn't had any and you haven't had any. What could be done so that everyone would be happy?—We might change our song and sing

"When we share the good things
In our family,
Then we all are happy,
Happy as can be.'"

Heads are bowed as the teacher voices the prayer suggested by the conversation. It may be something like this, "Thank you, loving Father, for all the good things that we enjoy. Help us to share them and to work together to make home a happy place."

After lunch the children may desire to

Draw Pictures. These may be of things that they can share in the home with brother and sister, mother and daddy, or friends. When they are finished, let them come together to

Share Their Drawings. They like to look at pictures drawn by others, but they like best of all to tell about their own.

Before going home they may

Sing: The Song Which They Think Tells Best the Way to Make Home a Happy Place.

VIII. *We Help Other Children to Have a Happy Home*

If you spent only one session on "I Learn What Makes Visitors Happy in My Home," or one on "I Help Care for My Pets," you may devote two sessions to this experience.

DESIRED OUTCOMES

What We Hope the Children Will Feel: A sympathetic attitude toward others and a desire to help them.

PLAN 1

SUGGESTED MATERIALS

Story: "Milk for the Nursery."

Songs: "Friends," "Helping Song," "When My Mother Calls Me."

Pictures: Of children who are in need of help; they may be in a day nursery, an orphans' home or in private homes which are being helped by the community fund.

Scripture: Forget not to show love. Hebrews 13: 2.

Something to Make: Make individual milk-wagons or a single large one (see "Something to Make and Do" of this unit).

Play: Choice of former play activities. "Being Milkmen" (see play No. 9 of this unit).

SUGGESTED PROCEDURE

After a short informal play period, the children may like to

Choose Songs to Sing. If they have no choice, you may guide their thinking in somewhat the following way:

"Can you think of a song that tells about sharing?—About obeying?—About helping?"

If the "Helping Song" is sung, it may be used as an introduction to

Play. "Our song told about helping. Perhaps we could play something that tells about helping. Shall we play helping the sheep, the birds, or Elisha?"

After they have enjoyed their play, there may be

Conversation about Making Home a Happy Place. The question, "How did Dicky in our story of yesterday help to make his home

a happy place?" may guide their thinking along the right line. "Suppose Dicky had stamped his foot and cried that *he* wanted the new shoes. How would his brothers and sisters, mother and daddy have felt?"

Let the children tell what they can do to make home a happy place. They are likely to suggest impossible things, and an attempt should be made to push back their thinking until they discover things that they do which actually make for happiness or unhappiness in the home. Described situations may help, for example:

"Jimmy's toys are all over the floor. His mother is trying to sweep the rugs but cannot do so because of the toys. Jimmy does not think about how hard his mother has to work. He runs out to play, leaving his toys all over the floor. Mother must pick them up. What do you think of that?"

"When is home a happy place?" you ask. And to their responses you add, "Home is a happy place only when everyone there works together. The children must help, mother must work, and father must do his part. Some children do not have fathers to work for them," you suggest. "Some do not have milk to drink or good food to eat as you do. They aren't very happy. What could we do to help make them happy?"

They may find the answer to this question in the

Story: "Milk for the Nursery." (This may be adapted to fit your local situation.)

If the children seem ready for it, the story may be followed by

Prayer: "Dear God, we want to help you in your work. Help us to remember to share and to help make other children happy. Amen."

The children will now be in need of

Out-of-Door Play.

Then will follow

Rest, Washing of Hands and Lunch.

After lunch they may like to

Look at Pictures. These should be of children near your community who are in need of help. If these children are in an institution, pictures of the institution should be shown as well.

"These children do not have as much good milk to drink as you do," you may tell them. "Some of them do not have fathers to earn money. Some of their mothers have to work. Who should help take care of them?—Yes, God needs people to help take care of them and buy them milk. I wonder what we could do."

Let the children express their ideas freely. If the bringing of money to buy milk is decided upon, you may continue, "We need something to keep our money in. What could we use that would help us to remember what our money is for?" (A small milk bottle makes a very good receptacle for money if the children decide that their money is to be used to buy milk.)

The children may now enjoy

Play: "Being Milkmen."

Following this they may like to

Make Something with Which to Play. This may be individual milk-wagons or one large wagon. When they are finished, let them engage in free play with that which they have made.

PLAN 2

A second session may or may not be used. If you decide to have this, have someone from the institution that the children are planning to help, visit on this day and tell more about the children there. If gifts of money are brought by your children and picture cards telling of God's good gifts made, both gifts may be presented to her sometime during the morning. The story, "Milk for the Nursery," may be retold and played.

Your children may choose to bring gifts of non-perishable foods instead of money, or in addition to money. What is shared will depend upon your local situation.

UNIT II. THE CHILD'S HELPERS

I BECOME ACQUAINTED WITH PEOPLE WHO HELP US

The detailed development of class sessions for this unit begins on page 69. Before turning to this, however, be sure to read the first two sections given below.

Experiences and Needs of Beginners on Which This Unit Is Based

All beginners have experiences with tradespeople, who come in the home or to whom they go for supplies, and with other workers in the community. They enjoy imitating them—doing the things they do; through such play activities they come to an appreciation of these helpers. Their appreciation is often evidenced in the verbal expression of their ambitions. "When I grow up, I want to be a maid," said Nancy who liked the maid in her home and who enjoyed the concrete, physical activities in which she engaged. "I want to be a storeman and take orders," said Armond as he scribbled in a little note-book, then put it into his pocket and stuck the pencil behind his ear. Beginner children, then, need plenty of play opportunities in which to experience, may I say, an appreciation for these workers.

All children of this age have probably heard of the minister, and some, no doubt, have had personal contact with him. Since few of them attend the regular church service, their understanding of the minister's work and their appreciation of him are limited to contacts in the Sunday school, special day services, and the home, and to remarks made by adults. Here is a need that should be met in the vacation school. Our children should come to say, "That's my minister," just as enthusiastically as, "That's my mail-man."

What delights the soul more than a joyous, friendly child? Participation in the activities of these helpers will result not only in a greater appreciation for them but in a friendly attitude toward them. "Hello, Mr. Spilker!" cries George. "That's our storeman," he says in an aside to you. An attitude such as this should be encouraged, and opportunities for expressing such friendliness should be given.

God's care is often looked upon as a magical thing by children of beginner age. It is no wonder that this is so; we speak in such general terms of his care and fail almost completely in helping the child discover ways in which he carries on his work. "Every good gift and every perfect gift is from above, coming down from the Father," we teach the child to say. What does this mean to a child if it is "drilled" into him before he has been helped to discover ways in which God works in his world? He needs to be helped to see the human factor in God's care.

All children of this age, no doubt, have heard of Jesus. They need, however, to have him more clearly associated with everyday life and with the ideal of helpfulness. "Jesus was kind—I want to be kind. Jesus helped—I want to help. Jesus was God's greatest helper!"

Outcomes Desired Because of These Experiences and Needs

What We Hope the Children Will Think: God needs people to help him in his work. God sends the rain and sunshine to the gardens, but he needs people to help him care for them. God takes care of me through people. I can help too. My minister is one of God's helpers. He helps people to know God and Jesus. He makes people happy. Jesus helped people to know God better. He was God's greatest helper.

What We Hope the Children Will Feel: An appreciation for God, the giver of rain, sunshine, and life. An appreciation and consideration for the people who minister to their daily needs. An appreciation for their minister and a sense of friendliness for him. An appreciation for Jesus as friend and helper. A responding love to the love of Jesus leading to a desire to be like him in daily conduct.

What We Hope the Children Will Do: Thank God for the wonders of his world and for the people who help care for them. Express friendliness and kindness to these helpers. Greet their minister when they meet him. Thank God for Jesus, the best friend and greatest helper. Express helpfulness in caring for the living things in the vacation school and kindness in playing with the children.

Suggested Outline, Situations, Materials, and Activities for Developing Experience

Outline

This experience should cover approximately seven sessions. See Contents for a suggested outline.

Situations to Be Utilized and Developed

1. The janitor is an everyday helper in the vacation school to whom the children can express appreciation and for whom they should show a friendly attitude. Help them to see the things that he does to make them comfortable and happy. The children should be helped to discover the many little things that they can do to avoid making unnecessary work for the janitor. Let scraps and shavings fall on the floor (one cannot work with ease without making a mess), but let them also be picked up by helpful little fingers.

2. If the milkman delivers milk to you for your luncheon, it is hoped that he comes at a time when the children can express their friendliness and appreciation.

3. There are other helpers in your community with whom your children come in contact. Plan to visit one or two of these. It may be the policeman on the corner who helps the children across the street; it may be the baker, fireman, shoe repair man, grocer from whom their milk comes (if it is not delivered by the milkman), the gardener or farmer, your choice depending upon the location of your school and the interests of your children. A decision to visit one of these helpers may involve the writing of a letter and contact with another helper—the postman.

4. Perhaps your minister is the kind of a person who enjoys being with children and comes in occasionally to have happy times with them. Because he plays with them, tells them stories, shows them pictures, etc., they come to think of him as their helper. Let such a situation be an occasion for having him tell about other things that he does. If your minister has not identified himself with the group, invite him to visit. He may choose to take the children on a visit to the church auditorium where a part of his work is done. If you are meeting in a one-room church which has nothing particularly attractive about it, have your minister visit anyway,

play with the children and tell them a story. He may tell about his visits to people who are shut in. If there is such a person in the neighborhood whom the minister has been visiting, the children may go calling with him. They can share their songs and stories and take with them any flowers which they brought to decorate their room that morning.

Stories

The following stories are suggested as suitable for this experience and may be found in the story section of this book :

“Our Helpers,” “Jesus Visits the Temple,” “What Betty Learned,” “Jesus Helps Some Fishermen,” “The Good Samaritan,” “Some Children Show Their Love for Jesus.”

What to Do As the Children Gather

1. If pictures of the various helpers in the community are placed on the tables before the children arrive, they may awaken in the children an interest in the subject of community helpers and lead them to converse freely about the things they do. Some may want to engage in these activities—the baker to produce clay loaves of bread, the carpenter to hammer, the storekeeper with empty cereal boxes and cans to set up business in one corner of the room, etc. Watch the interests of your children and make suggestions which will broaden and enrich their play life.

2. If the children make a trip to the church auditorium with their minister, they may be interested the next morning in building their church out of blocks or in drawing pictures of it on the blackboard. Pictures of their church hung near the blackboard and blocks, together with a recall of their experience in the church auditorium, may awaken a desire to participate in these activities. Other children who enjoy play with larger things, may want to “fix” the chairs just the way the benches in the church are “fixed.” This should lead naturally to a repetition of the happy experience which they had with their minister on the preceding day.

3. If a trip to a garden is made in connection with the session, “The Gardener or Farmer,” the children may on the following morning enjoy making a garden that will form a setting in which the experiences of the preceding day are recalled and once more

enjoyed. Chairs, small potted plants that the children can lift, cut flowers, a bowl of goldfish, a turtle and canary, or whatever living things are in the room, are the materials out of which this garden may be made.

4. Large pictures of Jesus, if placed on tables where the children can look at them easily, may lead to an interest in and conversation about him. The children are likely to do very superficial looking unless they are encouraged to look for something special. Such suggestions as,—“Let us find Jesus as a baby. Helping his father. Using the little boy’s lunch to help others. Talking to the people about God. Helping the sick. Making the blind to see. Being kind to little children”—do bring about an interested response on the part of the children.

5. In this beginning period of your school when the children are arriving there is always the possibility of working on some enterprise which was started but not finished on the preceding day. If it is a large poster, have it hanging where it will say to the children, “Come and finish me.” If it is individual work a suggestion given in the right way will suffice to awaken interest, for example, “Good-morning, George. Going to be a mail-man today? Is your mail bag ready for carrying the letters?”

Excursions

This unit may include several excursions. One group went on three—to the mail-box, to a garden, and to the church auditorium with the minister. You may find it more worth while and possible for your children to visit a fire-station, carpenter shop, bakery, shoe repair shop, dairy, or other place of service in your community.

1. If you want your children to gain an appreciation of the part that the gardener and God play, a trip to a garden in the neighborhood of your school would be profitable. You will have to survey your community first to find out what is there and then make contacts with the owner before you introduce the thought to your children.

On the day that you plan to initiate this visit, it would be well to have an abundance of flowers or some typical summer vegetables in the room, your choice depending upon the type of garden you

are to visit. These will awaken an interest in gardens and a desire to make the proposed visit. Help the children to feel the need of writing a letter to the owner of the garden, asking for permission to make the visit. This letter should be written as the children dictate. The following is a copy of a letter which one group wrote:

Dear Mrs. Schacht:

George told us about your garden. May we come to see it Friday morning?

From the Kindergarten Children of the Vacation School.

Some green note paper and a self-addressed envelope were included to make Mrs. Schacht's reply an easy matter. This had another advantage; because the children had seen the kind of stationery on which the reply was coming, they were keenly interested when they spied the green envelope.

If there is a mail-box in the neighborhood, an excursion may be made for the purpose of posting the letter. Robert, the little birthday boy in this school, carried the letter. The fact that only one child could do this did not seem to detract from the popularity of the trip, for some of the mothers reported that the children said in joyous tones, "We went to the mail-box and mailed our letter!"

If your postman delivers at the church in the morning, try to see him in order to tell him of the letter that will be coming for the children of the kindergarten. Suggest that he make the delivery directly to the group. This will help the children to gain a greater appreciation for their mail-man and give them an opportunity to sing thanks to him through the song, "Our Helpers."

Before making the visit, let the children talk over the matter of behavior—the care that must be taken and why they must be careful in these particular ways. Let them make plans for sharing songs, stories, and play. Beware of making this a set, stilted program. At the place of visitation use the spontaneous responses of the children and keep the entire visit as informal as possible. This will be a very worth-while experience if the owner tells about the garden and its care.

2. If you want your children to gain an appreciation of their minister, you may plan to have him take the children on a visit to

the church auditorium. This, likewise, should be made as natural a situation as possible. Talk over your plans with the minister and help him to see how he is to drop in rather casually for a visit while you are in the midst, perhaps, of talking about helpers, how he will be called upon very naturally to tell about his work, and how a visit to the church auditorium may grow out of the things he tells. Explain to him that the children will be interested in seeing the windows, in listening to the organ, and in hearing him tell a story. The story, "Jesus Visits the Temple," is fitting for this occasion. The children should be given the opportunity of listening to and singing with the organ. If your minister does not play, arrangements should be made to have someone there who can.

Play

1. "Trade Song" in *Songs for the Little Child*, by Clara Belle Baker and Caroline Kohlsaet. The words of this song tell of the work of different helpers and suggest the action of each which the children may imitate in their play. Let the children show the action of other helpers who are familiar to them and make up words to suit the action.

If the above mentioned book is not available, the old stand-by, "The Mulberry Bush," may be adapted and used. For example, a child can show the farmer sowing the seed, the children guess who the helper is, and then all sing and play—"This is the way he sows the seed."

2. "Going to See Jesus."

If, in connection with sessions on "Jesus, the Great Helper," the story of "Jesus and the Children" is reviewed, your children may enjoy playing that they are going to see Jesus.

"If John hangs the picture ('Christ Blessing Children' by Plockhorst) on the other side of the room, we can play that that is the place where Jesus is."

The music of "The Children's Friend" may be played as the children journey over to the picture. As you stand and look at it, you may sing together the first stanza of "The Children's Friend."

"Are these the only children that Jesus loves?" you ask. "I think he loves Susan," you say as you touch a child in the group. With-

out any hesitation the children will name others, and then some child will probably exclaim, "He loves me!" The refrain of "Jesus Loves Me" is played and all sing with conviction, "Yes, Jesus loves me." You may follow this by singing to them the second stanza of "The Children's Friend."

3. Play the story, "The Good Samaritan."

As the story is told in this book, the robbers do not appear. This makes it a suitable story for playing. It is unwise, however, to play the story if it is told so that the robbers are actually seen in action.

Something to Make and Do

1. A poster may be made to picture "People Who Help Take Care of Us." If you have been talking about the various people who are needed to help God in his work of loving care, the showing of a large sheet of colored poster paper on which the above words are printed will probably suggest the drawing of pictures of these helpers. Be sure that each child has in mind some helper whose picture he wants to draw before he goes to his table to work. Children who are able to use the scissors may choose to cut out their drawings before pasting them on the poster paper. All drawings, regardless of their perfection, should be used. We are more interested in the child's thought than we are in skilled drawing. There are some children who do need to be held to the completion of a task; others suffer because of a lack of ideas and need suggestions from the teacher to make their pictures more meaningful.

2. If the postman or "mail-man," as the children call him, becomes a subject of interest, the children may enjoy making mail-bags. Inexpensive ones can be made out of paper and yarn or heavy cord. A very durable paper is tag board. If a piece 24 inches by 9 inches is folded in half, the child will have a mail bag 12 inches by 9 inches. Holes should be punched down each side so that the child can easily sew the sides together with yarn or heavy cord. This should be tied through the bottom hole and sewed to the top, leaving a piece long enough to make half of the mail-bag strap that goes over the carrier's shoulder.

If cross-stitch canvas is used, holes will not have to be made. If

oilcloth is used the holes will have to be made with a stiletto or ice pick.

3. If the children make a visit to the church auditorium, they may on their return to the kindergarten or on their arrival the next day wish to make the inside of a church, using chairs, blocks and tables. Children who have had such an experience enjoy playing "minister" and "going to church."

4. If the story, "Jesus Visits the Temple," was told on their visit to the church auditorium, the children will probably enjoy mounting small pictures of "Christ among the Doctors" to hang in their homes to help them remember their visit with their minister.

5. If your children visit a garden or place of work of some other helper, they may enjoy drawing pictures of that which they have seen to take home to show Mother and Daddy.

6. In the outline suggested for this unit, the sessions on "Jesus Helping" follow those in which the children gain an appreciation of other helpers. A fitting way to express their appreciation to the helpers who did special things for them would be to present to each a favorite picture of Jesus that has been attractively mounted. Without a doubt it will be "Christ Blessing Children."

7. Following the story of the Samaritan there may be conversation about people of today who are as kind as the Samaritan. Magazine pictures telling of doctors, nurses, mothers and children being kind in special ways may be shown. These they may choose to mount on a large sheet of construction paper to help them remember how we can be kind.

Songs

The songs given at the close of this book are the only ones used in the class sessions as they are here developed. However, you may be developing your own sessions and have access to books in which are other suitable songs. Such songs, as well as those found in this book, are listed below for your convenience.

Those Dealing with Helpers and Helping: "Our Helpers" and "Helping Song" (song section of this book). "Trade Song" from *Songs for the Little Child*, by Baker and Kohlsaas.

Those Dealing with God's Nearness and Care: "God Is My Helper" (song section of this book). "Saying Grace" from *Childland in Sunday School*, by Jones and Barbour.

One Which May Be Used in Connection with Visiting the Church Auditorium: "When to Church I Go" from *Worship and Conduct Songs for Beginners and Primaries*, by Shields.

Those Dealing with Jesus: "Jesus Loves Me" (refrain only) from almost any Sunday school hymnal. "The Children's Friend" (song section of this book).

The songs of the first unit will not be dropped, but will be used over and over again throughout this unit.

Pictures

Types of Pictures:

Pictures of various helpers—the policeman, fireman, postman, farmer, etc. These may be found in the picture sets that come with the graded courses and in magazines.

Pictures of Jesus as a baby, as a boy, and as a man. Again let me refer you to the picture sets of the graded courses.

"Christ among the Doctors," by Hofmann (large one for class use and small ones to be mounted and taken home). Picture sets of graded courses. Perry—No. 800.

"Christ Blessing Children," by Plockhorst. (Two or three large copies.) Picture sets of graded courses. Perry—No. 807.

"Good Samaritan."—Picture sets of graded courses. Perry—No. 3582; Union—No. 62; Wilde—No. 466; Brown—No. 854.

Magazine pictures of modern Samaritans, such as, doctors, nurses, mothers, and children doing special acts of kindness.

Sources for Pictures:

The picture sets that accompany the graded courses used in the Sunday morning sessions of the church school.

Perry Pictures, Malden, Mass. (Small pictures—2c each. Large class pictures—10c each.)

Union Bible Pictures—American Sunday School Union, 1816 Chestnut St., Philadelphia, Pa. (2c each.)

W. A. Wilde Co., 120 Boylston St., Boston, Mass. (1½c each. Not less than 25c worth sold in any order.)

Brown Picture Co., 38 Lovett St., Beverly, Mass. (1½c each. Not less than 25c worth sold in any order.)

Scripture

Passages of scripture found in the first unit may be reviewed. Those dealing with kindness and love are particularly appropriate.

"Jesus of Nazareth, who went about doing good." Acts 10: 38.

Prayer

The following are suggestive of the kind of prayers you may have with your group:

"Dear God, you have many people to help take care of us. Thank you for these helpers. Amen."

"God, our loving Father, we thank you for Jesus, the Great Helper. Help us to be kind as he was kind. Amen."

Suggested Development by Class Sessions

I. Everyday Helpers

DESIRED OUTCOMES

What We Hope the Children Will—

Think: Many people help God take care of me.

Feel: An appreciation and consideration for these people.

Do: Express friendliness and kindness to these helpers.

SUGGESTED MATERIALS

Story: "Our Helpers."

Songs: "Glad Song," "Friends," "Our Helpers."

Pictures: Of the various helpers to be introduced during the session.

Something to Do: Making of a poster to picture "People Who Help Take Care of Us" (see "Something to Make or Do" of this unit).

Play: "Trade Song" or "Mulberry Bush" (see play No. 1 of this unit).

SUGGESTED PROCEDURE

This morning, in addition to the regular materials with which they work and play, the children may find pictures on the tables

of the various helpers in their community. Among them they find their friend the milkman who "delivers milk to the little children" for whom they brought their money. They may look at these pictures and talk informally about them. When music is played, some children gather the pictures together into a pile and place them on the teacher's stand or table. It may seem fitting to suggest at this time that they

Play Doing the Things That These Helpers Do: "Trade Song" or "Mulberry Bush" is appropriate.

After this they may be ready to enjoy the

Story: "Our Helpers." This will be more in the form of a guessing game than a regular story. Let the children in each case answer the question, "Can you guess who he is?"

"They are real friends to us," you suggest, "and God needs them to help him in his work." This may lead to the

Song: "Friends." Sing the first stanza through as written and then sing it again, inserting the name of some helper who is well-known to the children.

Following this they may

Listen to the Music: "Glad Song." It may suggest the singing of "thank you" to God for the helpers for whom they are glad.

After this they will need

Out-of-door Play. Then they will be ready for

Rest. "All good helpers need rest," you suggest. "Let us see what good helpers we have here."

When the helpers have been awakened by the "sunbeams," they may

Wash Hands and Have Lunch. They stop for a moment to think of the people who help them to have their lunch. The teacher utilizes their suggestions in a simple prayer of thanks to God for these helpers.

After lunch they gather around the teacher to

Look at a Large Sheet of Colored Poster Paper. On this are printed the words "People Who Help Take Care of Us."

This should lead the children to

Talk about Helpers Whose Pictures Ought to Be on This Paper. Be sure that each child has in mind some helper whose picture he plans to draw before he goes to work. When you have made sure of this, they may go to their tables to

Draw Pictures of Helpers. Children who can use scissors without strain may cut out their helpers. All drawings, regardless of their perfection, should be pasted on the poster. When the poster is finished, all may gather around to

Look at the Poster and Sing: "Our Helpers." If the spirit is right, this may be followed by a short

Prayer: "Dear God, you have many people to help take care of us. Thank you for these helpers. Amen."

II. *Everyday Helpers (Concluded)*

DESIRED OUTCOMES

There should be a continued attempt made to realize the outcomes listed for the preceding session. A special effort should be made to help the children to feel an appreciation for the postman who will play an important part in their experience during the next few days.

SUGGESTED MATERIALS AND ACTIVITIES

These will not be very different from those of the preceding session.

Story: "Our Helpers."

New Song: "God Is My Helper."

Flowers: There should be an abundance of these.

Pictures: Of helpers, particularly the postman.

Something to Do: Plan a trip to a near-by garden. Write a letter to the owner of the garden asking if the visit might be made. Stationery, stamps, and a pen should be on hand for this purpose.

Make Individual Mail-bags: See "Something to Make or Do" of this unit.

SUGGESTED PROCEDURE

The poster, "People Who Help Take Care of Us," should be hung where it will be seen at once by the children. If they have not completed it, they may do so at this time. Again they may have

Conversation about Helpers. Pictures and the use of the story, "Our Helpers," may be used to stimulate the thinking of the children. Activity may be introduced through the

Play: "Trade Song" or "Mulberry Bush."

Now they may be ready to

Sing Thank You to These Helpers. "Our Helpers" may be introduced at this time. Let the children name the helpers about whom they want to sing.

"God has many, many people to help take care of us," you may suggest. "We're glad for all of them."

They listen to the music of the "Glad Song."

"Which helper would you like to sing about first?"

All join in

Singing: "Glad Song."

"God is our Helper; he gives us many people to help care for us. I know a song that says:

"God is my helper,' this I know,
Whatever I do and wherever I go."

The children may

Listen as You Sing: "God Is My Helper."

If the spirit is right, you may lead their thoughts in

Prayer: "God, our Helper, we thank you for helping us to have a happy world. We thank you for all the people who help. Amen."

After this you may

Make Plans for a Visit to a Garden. Ask different children to bring the cut flowers from the various parts of the room to a place where all can see them. Let the children comment on their beauty. Give them a chance to tell about their gardens. You may tell about a very lovely one that you have seen and suggest visiting it.

"How could we find out if _____ would like to have us visit his garden?"

If stationery is in evidence, the children may decide to

Write a Letter. Let the children suggest what should be written. Guidance will be needed on the form of address and the ending of the letter. When the letter is completed, they will be ready to

Go on a Trip to the Mail-Box.

On their return from posting the letter let them

Play out-of-Doors.

This will be followed by

Rest, Washing of Hands, and Lunch. Before the children give thanks to God, you may sing to them "God Is My Helper."

Following this the children may look once more at the picture of the postman "who will take our letter to _____." One child may be chosen to be the postman and another to be _____. The play proceeds. But they feel the need of a mail-bag. Consequently they joyously begin

Work on Mail-bags. During their work or following the completion of their bags they may

Sing: "Thank You, Mr. Mailman."

Note: If possible, try to see the postman and tell him of the letter which will be coming for the kindergarten. Find out what time he delivers mail in the morning and suggest that he bring it directly to the children.

III. My Minister

DESIRED OUTCOMES

What We Hope the Children Will—

Think: My minister helps people to know God and Jesus. He makes people happy.

Feel: A sense of friendliness for their minister.

Do: Greet their minister when they meet him. Thank God for him.

SUGGESTED MATERIALS AND ACTIVITIES

Stories: "Our Helpers" (section on the minister), "Jesus Visits the Temple."

Songs: "Glad Song," "Our Helpers," "God Is My Helper."

Pictures: A large copy of "Christ among the Doctors." Individual copies for the children.

Play: "Trade Song" or "Mulberry Bush."

Excursion: Go with the minister to visit the church auditorium.

Choice of: Building a church, using blocks and chairs, or mounting picture of "Christ among the Doctors."

SUGGESTED PROCEDURE

If the children did not complete their mail-bags, let them do so at this time. Supply them with paper, pencils and inexpensive envelopes, and let them play postman. If a child delivers a letter to you, you may sing to him: "Thank you, Mr. Mailman."

Utilize every opportunity to thank persons who are helping the children to have a happy vacation school. The janitor should not be forgotten; have the children use his name when singing to him. The children of one school took delight in singing their thanks to the junior boys who made a bean bag board and a library table for them, and to the junior girls who made their bean bags. Conversation about these helpers will awaken an appreciation for them and make them ready to say thank you when the occasion arises.

At the sound of the music, "God Is My Helper," the children come together for

Conversation. Recall of special helpers may be stimulated by drawing on the blackboard something that is associated with each, for example, a paint brush—the painter, a mail-bag—the mail-man, a milk bottle—the milkman, etc.

"God is good," you suggest, "to give us so many people to help us. He is our best helper."

The children may

Listen as You Sing: "God Is My Helper."

Then all may

Join in the Singing of the Song.

When the minister arrives (a definite time should be set for his coming), the children may wish to

Show What the Various Helpers Do. The "Trade Song" or "Mulberry Bush" may be used.

Then they may like to

Listen to Their Minister Tell of His Work. Among other things he will mention having service in the church for the people and talking to them there about God. This will be a fine opportunity to ask him to take all of you to see the church auditorium.

“What do you suppose you will see and hear there?” you may ask the children. They may

Tell about the Windows, Organ, etc.

“Perhaps our pastor will even tell us a story,” you suggest.

Partners are found and the children

Follow Their Minister to the Church Auditorium.

Time should be given them to look at, talk about, and fully enjoy the beautiful windows. If it is possible, let them see the organ and how it works. The minister of one church was able to play for the children; if your minister cannot do this, it would be well to have someone there who can. The children listen to the music of a familiar song played on the organ and

Sing: “God Is My Helper.”

They bow their heads and quietly

Thank God for His Help and for the Helpers Who Care for Them.

“All of us feel so glad today. For what are you glad that you would like to sing about?”

Their suggestions are utilized in

Singing: “Glad Song.”

“One day Jesus was glad because he was going to the church with his mother and father. They called their church the temple. Perhaps our minister will tell us the story of Jesus’ visit to the temple.”

The children are now ready to

Listen to a Story Told by Their Minister: “Jesus Visits the Temple.”

After this they will enjoy

Looking at the Picture: “Christ among the Doctors.”

“What is Jesus doing?” you may ask. “Yes, he enjoyed talking to the teachers just as you enjoy talking to your teachers and minister.”

Before they leave the auditorium they may

Thank Their Minister by Singing: “Our Helpers” using the name of their minister in the song.

If he is the kind of a man who feels at home with little children, they may invite him to come back for lunch.

By this time the children are in need of

Out-of-Door Play.

This will be followed by

Rest, Washing of Hands, and Lunch.

After lunch some may enjoy

Building a Church, using blocks and chairs, while others enjoy

Mounting Pictures of "Christ among the Doctors" to hang in their homes to help them remember the visit in the church with their minister.

"Maybe the helper who made this such a happy day for us would like to have a picture too," you suggest.

If the minister is still in the building at the close of the session, he may be called in for his "surprise."

IV. *The Gardener or Farmer*

DESIRED OUTCOMES

What We Hope the Children Will—

Think: God needs people to help take care of the gardens. He needs people to help take care of me.

Feel: A greater appreciation for God, the Giver of life, and for the wonders of a garden. Appreciation for the one who shares his garden.

Do: Give thanks to God for all of these wonders. Thank the person who shares his garden.

SUGGESTED MATERIALS AND ACTIVITIES

Story: "What Betty Learned."

Songs: "Glad Song," "God Is My Helper," "Our Helpers," "Friends."

Excursion: Visit the garden of the person to whom they wrote their letter.

Something to Do: Draw pictures of the garden visited.

SUGGESTED PROCEDURE

The order of today's procedure will depend to a great extent upon the arrival of the postman. You can make a tentative plan if you find out from your postman the time of his delivery. Whenever

he comes, there will have to be a pause in what you are doing to sing to him "Our Helpers" and to read the letter. If he comes very early, your trip may precede the rest and lunch periods. If he comes nearer the time for these, it should follow. One possible order of procedure is given here.

Pictures of churches hung near the blocks and blackboard may recall the experiences of the preceding day and suggest the building or drawing of churches. Some may build the outside of a church while others build the benches and organ. In the midst of their play the postman arrives. They

Receive Their Letter and Sing to the Postman: "Our Helpers."

They read their letter and have

Conversation about Their Trip. Let them tell what they expect to see, how they should walk, and why they must be careful. They may decide also on the songs and stories that would be nice to share with the owner of the garden. When they are ready, they may

Go on Their Trip to the Garden. Let the owner tell about his garden, how he cares for it and why he has different things in different places.

"What would you like to share with this helper who shared his garden with you?" you may ask.

After the sharing of songs and stories they may sit on the grass in the shade to

Listen to the Story: "What Betty Learned."

This may be followed by a short prayer of thanks for God's help and his helpers.

Be sure to sing a final "thank you" before leaving.

On their return to the vacation school the children will be in need of

Rest and Lunch.

Before going home they may like to

Draw Pictures of the Garden to Show Mother and Daddy What It Was Like.

V. *Jesus Helping*

DESIRED OUTCOMES

What We Hope the Children Will—

Feel: A greater appreciation for Jesus. A responding love to the love of Jesus, leading to a desire to be like him.

Do: Thank God for Jesus. Make an effort to be kind.

SUGGESTED MATERIALS AND ACTIVITIES

Story: "Jesus Helps Some Fishermen."

Songs: "God Is My Helper," "Our Helpers," "The Children's Friend."

Play: "Trade Song" or "Mulberry Bush," and "Going to See Jesus."

Scripture: "Jesus of Nazareth, who went about doing good." Acts 10: 38.

Pictures: Of Jesus as a baby, as a boy, and as a man. A large picture of "Christ Blessing Children."

Something to Make: The children may mount a large copy of their beloved picture "Christ Blessing Children" to give to one of the helpers who has shown kindness to them recently.

SUGGESTED PROCEDURE

As the children gather, let them engage in free play. Through a recall of their happy experience in the garden the day before, those who are interested in building may with the help of your suggestions like to build a garden. (See "What to Do as the Children Gather" at the beginning of this unit.)

When the piano is played, they come together for

Conversation. They talk about those who help and the things that they do in order that a garden may grow. As the part that each plays is talked about, the children may

Sing: "God Is My Helper" and "Our Helpers."

They may likewise engage in

Play: "Trade Song" or "Mulberry Bush."

After this they may enjoy looking at

Pictures of the Great Helper, Jesus. They find him as a baby and then helping in his father's carpenter shop. In this connec-

tion, they choose to play "Doing the Things the Boy Jesus Did." This would be an appropriate time to sing to the children one of the songs dealing with the boyhood of Jesus. (See the song section of this unit.) They next find him showing kindness to children and

Play: "Going to See Jesus."

As they stand about looking at the picture, you may

Sing to Them: "The Children's Friend" (Stanza 1).

The children start back from their journey. On the way you say, "It looks as if Miss —— has a surprise for us back there. Let us go see what it is."

(One of the assistant teachers has remained behind and gotten out a large unmounted picture of Jesus and the children. She has it in an envelope and is now trying to hide it behind her.)

When the children have gathered about the assistant teacher, she lets the children try to guess what is in the envelope. Then one child takes out the picture and they discover that it is the same beloved one of Jesus and the children.

"Can you think of someone who would enjoy this picture, someone who has helped us to have a happy time?"

This may lead to

Conversation about the Gift Picture. Let the children decide to whom it should be given. The minister and the person whose garden was visited may be suggested by the children. If they desire to give a picture to each, one of the other pictures of Jesus may be used.

Show the children how the pictures look when held against colored mounting paper. Let them decide which way is prettier, mounted or unmounted. There is little doubt but that they will want to

Mount the Pictures and Paste Hangers on Them.

While the pictures are pressing, the children may engage in *Out-of-Door Play.*

Then will follow

Rest, Washing of Hands, and Lunch.

After lunch the children may want to

Deliver the Gift Pictures. (How much is done will depend upon the distance the children must go to make their deliveries. If there are two, one may be left for the next day.)

When the friend has opened the gift, the children should have an opportunity to tell about it.

"Jesus was a great helper," you may add. "When people were tired or sad, he was always ready to help them. He didn't care what kind of work it was. Our Bible calls him, 'Jesus of Nazareth, who went about doing good.' Maybe —— (name person to whom picture has been given) would like to hear another story about Jesus. It is one that you haven't heard either."

There in the church office, minister's yard, or garden of another friend all sit down to

Listen to the Story: "Jesus Helps Some Fishermen."

Following the story you may ask quietly, "Shall we thank God for this great helper?"

Heads are bowed as you

Pray: "Dear God, we thank you for Jesus, the Great Helper. Amen."

Their happy experience is over and the children journey back to their room to get ready to go home.

VI. *Jesus Helping (Continued)*

A continued attempt will be made to realize the objectives of the preceding session.

SUGGESTED MATERIALS AND ACTIVITIES

Story: "The Good Samaritan."

Songs: Choice of any that they know about Jesus and other helpers.

Pictures: Large pictures telling of the different activities in Jesus' life. A large picture of the Good Samaritan.

Scripture: "Jesus of Nazareth, who went about doing good." Acts 10: 38.

Dramatization: Story—"The Good Samaritan." (See "Play" of this unit.)

Play: "Doing the Things the Boy Jesus Did" and "Going to See Jesus."

SUGGESTED PROCEDURE

See "What to Do as the Children Gather," No. 4, at beginning of this unit.

When the children come together as a group around the piano, they may wish to

Sing All the Songs They Know about Jesus.

In connection with this recall and singing of songs, they may want to

Play: "Doing the Things the Boy Jesus Did" and "Going to See Jesus."

(If there is still a gift picture to be delivered, this would be a good time to do it.)

The question, "Who are some people who help God take care of us today?" may lead the children to want to

Sing: "Our Helpers."

The showing of the picture, "Jesus and the Fishermen," will lead the children to

Recall the Story: "Jesus Helps Some Fishermen" and lead to *Conversation about the Greatest Helper.*

"What kind of a friend was Jesus? How did he make people feel? How did he want people to be to each other?—Jesus sometimes told stories to the people to help them to know what they could do to make this world a happy place in which to live. I am going to tell you one of these stories; we find it here in our Bible. Let us see if you can tell from the story what Jesus thought we should do."

Let the children gather close about you as they listen to the *Story:* "The Good Samaritan."

After the story let the children

Talk about What Jesus Wants Us to Do to Help Make This a Happy World.

"What did the wind seem to say to the Samaritan? What did the birds sing? What did the noise of the donkey's hoofs seem to

whisper to the sick man?—Yes, ‘Be ye kind.’ Let us see if we can remember to be kind when we are playing.”

The children may now engage in

Out-of-Door Play. Watch carefully for opportunities when kindness may be expressed, and commend any thoughtful and kind acts. The children should be learning to give and take in play, to think of the child who has not had a turn, to share toys, to avoid snatching things from others, etc.

After hearty, but guided, play may follow in regular succession

Rest, Washing of Hands, and Lunch.

When lunch is over, you may have the children gather about you to

Look at the Picture of the Good Samaritan.

“What did the wind seem to whisper to the Samaritan as he walked along? What did two of the men do when they came to the sick man? Tell us what the bird seemed to sing to the Samaritan? Show us what the Samaritan did.”

This may lead to a desire to

Play the Story: “The Good Samaritan.”

VII. Jesus Helping (Concluded)

There is no change in objectives from those of the last two sessions.

SUGGESTED MATERIALS AND ACTIVITIES

Stories: Recall “The Good Samaritan.” “Some Children Show Their Love for Jesus.”

Songs: “The Children’s Friend” and refrain of “Jesus Loves Me.”

Scripture: Same as for the last two sessions.

Pictures: A large framed picture from one of the Sunday school rooms or a stained glass window in the church which tells of Jesus and which can be appreciated to some degree at least by children of kindergarten age. A large picture of Jesus teaching the people.

Pictures from magazines of modern Samaritans—the doctor, mother, children showing kindness in special ways.

Dramatization of the Story: "The Good Samaritan."

Something to Make: Mount the modern "Samaritan" pictures on a large sheet of mounting paper to be hung on the wall.

SUGGESTED PROCEDURE

The children may engage in free play. When they hear the music of "The Children's Friend," they will gather about you near the piano. At this time you may show them a

Special Picture of Jesus. Any lovely picture that you have in your church, if you think it suitable for children, may be brought in at this time. If this picture happens to be in a stained glass window in the church auditorium, all may go to see Jesus, the Great Helper.

Looking at the picture and talking about it may lead to a recall of

Songs about Jesus. It may likewise lead to a recall of the

Verse from the Bible That Tells What Jesus Did: "Jesus of Nazareth, who went about doing good."

After this there may be

Conversation about What Jesus Would Like Us to Do:

"How did Jesus' friends know that he wanted them to be kind and helpful?" (To help them in their thinking, a picture of Jesus teaching the people should be shown.)

"This picture (Good Samaritan) tells of one of the stories that Jesus told the people. Those who were not here yesterday did not hear the story. What do you think should be done?"

Retell the story if the children express a desire to have it told again. Then they may choose to

Play the Good Samaritan. This may be played two or three times if the children so desire.

After this time of active dramatic play, the children may be ready to sit on the floor to

Look at Pictures of People of Today Who Are Being as Kind as the Samaritan.

Let the children comment freely about the pictures. Your questions and suggestions should help them.

“What is the doctor doing to be kind? See what this boy is doing. Why is he like the Samaritan?” etc.

If the spirit of the group is right, this may be followed by a brief

Prayer: “Dear God, we know that Jesus taught people to be kind. Help us to remember to be kind in our work and in our play. Amen.”

“All of the people in these pictures are as kind as the Samaritan was,” you may comment as you hold up the pictures at which the children have been looking. “It would be nice to have them all together on this big sheet of paper. Then we can hang it up in our room. When we look at the doctor being kind, it will say to us, ‘Be ye kind.’ When we look at this boy being kind to his little sister, what will it say?”

You will probably find your children ready to

Mount the Magazine Pictures on a Large Sheet of Paper.

When the chart has been hung, an opportunity for expressing kindness should be given in

Out-of-Door Play.

Then will follow

Rest, Washing of Hands, and Lunch.

After lunch the children may go in search of a picture of children singing for Jesus. They

Find the “Triumphal Entry.” They will probably wonder what it is all about. Let them find Jesus. Let them find the children.

“Maybe you would like to hear the story of Jesus and these children. Did you ever hear of Jesus and the children before? What happened?”

The picture is laid aside and the children gather close to

Listen to the Story: “The Children Show Their Love for Jesus.”

They may now wish to

Play They Are the Children in the Story. There is much activity as imaginary flowers are picked.

“What shall we sing as we march along? What would we wish to say to Jesus in our song?”

Encourage the children to make up their own song. Let them sing it over and over again as they walk along scattering flowers.

When the piano begins to play "The Children's Friend," guide the children toward the piano. Let the music have its quieting effect, then

Sing for the Children: "The Children's Friend" (stanza 2). They may join in singing "I love Him and He loves me."

UNIT III. THE CHILD'S LARGER WORLD

I HAVE HAPPY TIMES WITH OTHERS

The detailed development of class sessions for this unit begins on page 91. Again you will find it worth your while to read the following sections on experiences and outcomes.

Experiences and Needs of Beginners on Which This Unit Is Based

As was previously stated in the Introduction, having a special unit with an emphasis upon right relationships with others does not mean that this objective was ignored throughout the first two units. By the time this unit is reached some of the children have experienced the consequences of pushing, snatching playthings, slapping, shouting to be first, and destroying another's work. They have likewise experienced the positive and pleasing consequences of taking turns, sharing playthings and work materials, asking "please" when wanting something that another has, and of being careful of others and of their property. By reflecting upon these concrete experiences the children should be able to reach some worth-while conclusions on the values of right social behavior. Only after children have had experience in their more intimate group and have made adjustments there, are they ready to have their social horizon pushed back through experiences with other groups. The Unit, "The Child's Larger World," makes special provision for this type of social experience.

Outcomes Desired Because of These Experiences and Needs

What We Hope the Children Will Think: We have happy times when we work and play together in a friendly way. God is happy when I am kind. When I am not kind I make other people unhappy; I am unhappy too. God can help me to do right, but I must try hard myself.

What We Hope the Children Will Feel: Friendliness and goodwill for children of other social groups. Joy in working and playing with other children. A desire to be kind. Regret when a friend has been made unhappy and willingness to restore happi-

ness. A sense of forgiveness when someone has been unkind and is sorry.

What We Hope the Children Will Do: Play without pushing other children, snatching their toys from them, or destroying their work. Take turns in play. Share playthings and work materials. Ask God to help them to remember to be kind. Help restore happiness when someone has been made unhappy. Help to bring happiness to those outside of their immediate social group.

Suggested Outline, Situations, Materials and Activities for Developing Experience

Outline

This experience should cover approximately seven sessions. See contents for a suggested outline.

Situations to Be Utilized and Developed

1. No doubt there have been times in your group when things have gone wrong. These, it is hoped, were dealt with as they arose and the children helped in the formation of right habits. It is valuable, however, for the boys and girls to reflect upon these experiences and to think them through to conclusions which are in keeping with their stage of development. This sounds very adult. Do not expect adult reasoning, however. Children of this age are capable of answering such questions as these: What can we do to be kind when playing with the toys? When working with the scissors? When playing games? When eating our lunch? When washing our hands? When resting? When someone in our room pushes another child down, who is made unhappy? When all of us are kind, who are the people that are made happy? It is better to ask questions that deal with specific experiences than to ask blanket questions such as this: How can we be kind to each other? Instead of just talking about ways of making others happy the children may show, as they probably have done before, ways of playing happily with the blocks, the bean bags and other toys, ways of being kind in the wash-room and at the lunch table.

The story, "The Picnic," may help the children in their thinking. It may likewise lead to the planning of a picnic, a situation

which presents many opportunities for expressing kindness and friendliness.

2. There is nothing like a picnic or party to help a teacher discover how many habits of kindness and thoughtfulness have really been formed. It also offers a situation in which such habits may be formed if the teacher is observing and conscientious about guiding her children into right ways of acting. Great care must be taken to commend the kind, thoughtful act as well as to correct unkind, thoughtless behavior. If the situation described under No. 1 above has preceded this outing, you may find the conduct of your children influenced by the conclusions which they reached.

Let your children plan a picnic. It may be held in a park, a shady meadow, or the corner of a city playground, the place depending upon the location of your school. Take along whatever equipment you have that is movable and suitable for out-of-door play. If you are able to go to a place where there is playground equipment, so much the better.

In connection with such an experience there should be a quiet time when the children sit on the grass under the trees to talk over the happenings of the morning, sing songs, perhaps listen again to the story, "The Picnic," and talk to God about their happy day.

3. Your school is made up of more than the kindergarten. Because many of your children have brothers and sisters in other departments, they have a natural interest in their activities. If the juniors of your school made play materials for your group and delivered them in person, contact between the two groups has been made and a natural interest in each other awakened. This bond will be strengthened if your group makes a visit to the junior department. The younger children like to see what the "big boys and girls" are doing, and the older boys and girls are interested in the activities of the little folks for whom they have been doing so many things. That two age-groups so widely separated in development should be interested in each other may seem impossible to you. This was the writer's feeling until experience proved its possibility. Big junior boys and girls sometimes spent their whole period of recess watching the kindergarten children at play. One

junior girl became so interested in the little children and their pre-sessional activities that she had to be told each morning to go to her own group.

A visit to your primary department and a sharing of experiences there may seem more advisable in your school. There is a greater possibility in such a visit of sharing plays and games. The story, "Good Visitors," and conversation about how to be a good visitor will make of this situation a real experience in learning.

4. It is well to have the experience not only of visiting but of entertaining visitors. There may be some children in your community, who have been unable to attend the vacation school for one reason or another, who would enjoy a day in the kindergarten. It may be that a kindergarten group in another vacation school not too far away would appreciate the experience in sharing that comes from such a visit. The children of a near-by institution would likewise enjoy such a visit. Speak to the leader of such a group several days before the visit is to be made. Then awaken the interest of your children in these new friends through the use of story, pictures, and conversation. The story, "A Happy Day with Visitors," may awaken the desire to have visitors and suggest to the children ways of making their guests happy.

In connection with this situation the children may recall and desire to play the story, "A Room for a Friend." This deals with the making of visitors happy in the home; now the children's horizon is being pushed back through the experience of making visitors happy in school.

5. The school experience would not be complete if the children did not have an opportunity of sharing with their parents. If you have a small group of children, the parents may come and participate in the entire procedure of the morning. Invite them to enter in and be a part of the group. If you have a large group and anticipate having many parents, set aside a certain period of the morning for their visit. To have a great many on-lookers for the entire morning is over-stimulating to the children and leads to an attitude of "showing off." Plan a time that will be convenient to the parents. During this period there may be a sharing of songs, stories, pictures and play. Have some time when the children may

informally take their parents about the room to show them play materials and things that they have made.

Such an experience in sharing requires a day of planning and preparation. This does not mean that you as the teacher plan a program and then drill the children in it. Let the children decide what they would like to share from all that they have been learning and doing. The children in one school decided not only to share songs, pictures, stories and play activities but their lunch as well. Instead of milk they decided to have lemonade. This meant that many little fingers were kept busy on the day of preparation squeezing the juice from lemons. Graham crackers were made attractive and suitable for company by the addition of a bit of frosting. Yes, one or two frosting knives were licked and had to be washed; such mistakes are all a part of a real learning experience. These were far out-weighed, however, by the joyous planning of a happy time for their parents.

Stories

The following stories are suggested as suitable for this experience and may be found in the story section of this book:

"The Picnic," "Good Visitors," "A Happy Day with Visitors," and a recall of "A Room for a Friend."

Songs

Many of the songs of Units I and II fit in very well with this third unit of experience. The following will be found particularly appropriate:

"Friends," "The Children's Friend," "Helping Song," "A Happy Day," and "A Prayer." (See song section of this book.)

Pictures

Pictures of children playing together happily. These may be secured from magazines and from the picture sets which come with the various beginner and primary Sunday school courses.

If the new friends to whom the children are to be introduced live in an institution, pictures of these children and the institution may be secured and used.

Pictures of children of other races and nations should be intro-

duced in this unit. See "The Children's Library" in the Introduction for the names of appropriate picture books.

Any of the pictures which the children have learned to love and now choose to share with their friends and parents should be available.

Scripture

Be ye kind one to another. Ephesians 4: 32

Forget not to show love. Hebrews 13: 2

Even a child maketh himself known by his doings. Proverbs 20: 11

Prayers and Poems

There may be short prayers that express thanks for happy times, regret when things have gone wrong, and the desire to be kind and helpful. The verse prayer used with Unit I may be recalled if it seems at any time during this Unit to express the thought and feeling of the children.

"Nature's Message" (see Unit I).

Suggested Development by Class Sessions

I. Our Happy Times are Spoiled When Things Go Wrong

DESIRED OUTCOMES

What We Hope the Children Will—

Feel: Regret when a friend has been made unhappy and a willingness to restore happiness. A sense of forgiveness when someone has been unkind and is sorry.

Do: Play without pushing other children or snatching their toys. Share playthings and work materials. Help restore happiness.

SUGGESTED MATERIALS AND ACTIVITIES

Story: "The Picnic."

Songs: "The Children's Friend," "A Happy Day."

Scripture: Be ye kind one to another. Ephesians 4: 32.

Pictures: Of children playing together happily. Of Jesus being kind to blind men, sick, children, and hungry people.

Things to Do: Play with toys. Play games which require taking of turns. Plan for a picnic.

SUGGESTED PROCEDURE

Let there be free play and working with materials when the children arrive. Commend those who play together happily and who share playthings and work materials. Be free to correct and guide any unsocial conduct. Informally enter into the play experiences of the children and help to set a pattern for right social behavior.

Let the music of "The Children's Friend" call the children together about the piano. The sound of the music may awaken within them a desire to

Sing: "The Children's Friend."

They may like to

Find Pictures of Jesus Being Kind: Being kind to the fishermen, to a blind man, to some sick people, to some hungry people, and to little children.

"Jesus was always kind," you say. "I wonder how we can be kind here."

This may lead naturally to

Conversation and Dramatic Play on Ways of Being Kind.

"How can you be kind in the wash-room where we haven't many bowls in which to wash our hands?"

"How can you be kind when playing with the blocks?" Let some children bring over blocks and show what they might do.

"How can you be kind if you are playing with the dolls, bed and cupboard and someone comes along who wants to play too?"

By this time the children are probably in need of real play. Let them divide into interest-groups for

Play with Toys. One group may play with blocks, another with dolls and household toys, another with balls, etc. The question, "How shall we try to play this morning?" should lead to a conscious effort to show kindness in play.

Give the children plenty of time to enter heartily into their play. You and your assistants should likewise participate and have a joyous time. Be careful, however, not to dominate the play of the children.

The music of "A Happy Day" may be played to bring them into a group once more and to

Introduce Them to the New Song. "What kind of a time did you have playing together? What kind of a time do children have when they work and play together in a friendly way?"

Sing the first stanza of "A Happy Day." Let them clap and sing, "Tra, la, la," as the music of the song is played once more. "Let us listen and find out what the song says we must do to have a happy day."

Once more sing to them the first stanza while they listen carefully. Let them tell what the song says. Let them try to sing it with you. A little "choir" may be chosen to sing with you as the rest of the children listen.

After this you may

Pray: "Help us to be kind in our work and in our play. Amen."

Your children are now in need of

Out-of-Door Play. Commend children who are thoughtful of others and who willingly take turns in their play.

Then may follow

Rest, Washing of Hands, and Lunch.

In each of these situations be sure to correct and guide any un-social conduct and commend acts of kindness.

After lunch the children may enjoy listening to the

Story: "The Picnic."

Immediately following the story, which ends with George's prayer, sing to them the second stanza of "A Happy Day." The story and song may lead the children to want to

Pray: "Our kind Father, help us to be good friends. Help us to remember not to shove or snatch but to be kind in our work and play. Amen."

The story may suggest

Planning a Picnic.

"What did the children in the story do that gave them such a happy time? What almost spoiled their picnic? Yes, when someone is unkind, many people are made unhappy. I wonder if we

could have a happy picnic tomorrow? (Tell where the picnic will be.) What can we do there? What should we take along?"

If there is time, let them squeeze the lemons for juice. Be sure to keep this in a refrigerator over night.

II. *We Have a Happy Time Playing and Working Together*

DESIRED OUTCOMES

A continued attempt will be made to realize the objectives of the preceding session.

SUGGESTED MATERIALS AND ACTIVITIES

Story: Retell "The Picnic."

Songs: "A Happy Day," "Friends," "A Prayer."

Things to Do: Squeeze lemons for juice, if this was not done the day before. Get out play materials to take along and any supplies needed for games. Walk to the park, playground, or field where the picnic is to be.

SUGGESTED PROCEDURE

The children who come early may engage in free play with the different playthings. Be as observant of social and unsocial conduct as on the preceding day.

The music of "Friends" is heard and you begin to sing as they gather about the piano. They may join happily in

Singing: "Friends."

"How do we want to work and play with our friends today? When we work and play together in a friendly way, what kind of a time do we have? That is what our new song says." They now enjoy

Listening as You Sing: "A Happy Day" (first stanza).

"Now let us have a big choir of children," you suggest.

All stand and join in

Singing: "A Happy Day" (first stanza).

"I wonder who can help us to remember to be kind?" They are now ready to appreciate the second stanza of the song. Sing it for them as they listen.

"Shall we ask God to help us today?" Heads are bowed as you lead in

Prayer. (Use words of new song, "A Prayer.")

Now may follow the

Making of Preparations for the Picnic.

"Where are we going to have our happy day? What did we decide to take along?" Have these things put in a pile. Add to that any supplies you may need for group games which you plan to play. If the lemons were not squeezed the day before, the children may gather around two or three tables and under the supervision of a teacher help in this necessary preparation for the picnic. One assistant should be free to supervise the wash-room and to care for those children who have completed their task of squeezing lemons. Each child should go to the toilet at this time.

If the walk is only a short one, a child's express wagon may be used to haul a thermos jug of lemonade, graham crackers, paper cups, napkins, and play materials to the picnic grounds.

Before you start out, the problem of crossing the streets must be discussed. "What should we do when we come to a street to be crossed?—Wait until one of the teachers says, 'All right, you may cross.'"

The children now enjoy

Going on the Picnic.

If there is playground equipment on the picnic grounds, give the children plenty of opportunity to use and enjoy it. If there is no such equipment, let them run and skip freely. Many children, when out in the open, enjoy activity for its own sake. You will probably find it necessary to start some play with a small but timid group who do not express themselves so spontaneously. If the walk has been a rather long one for the children, they may feel the need of lying down on the grass and resting. A few minutes more of rest should take place after play and before serving the crackers and lemonade.

Following the luncheon there ought to be a quiet time before starting on the walk back to the vacation school. There on the

grass underneath the trees the children may enjoy repeating "Nature's Message."

Sing any songs that they may choose.

"Do you think we have had a happy day? What made it a happy day?" The responses of the children may lead to the singing of "A Happy Day." "What shall we pray to God before we go back to school?"

Incorporate their suggestions in your prayer. You may pray:

"Dear God, thank you for this happy day. Thank you for helping us remember to be kind. Amen."

III. We Enjoy Visiting Others

DESIRED OUTCOMES

What We Hope the Children Will—

Think: We have happy times when we play together in a friendly way. God can help me to do right, but I must try hard myself.

Feel: Joy in working and playing with children of another group.

Do: Joyously share their good times with others. Respect the rights and property of others.

SUGGESTED MATERIALS AND ACTIVITIES

Story: "Good Visitors."

Songs: "Friends," "A Happy Day," "A Prayer."

Pictures: Any that the children have learned to love and now choose to share with their friends. Pictures of children playing together happily.

Things to Do: Evaluate the picnic experience. Choose from among the songs, pictures, stories, things they have made, and play activities, those which they want to share with the friends whom they are going to visit.

SUGGESTED PROCEDURE

In the free play period encourage those who are playing "house" to go visiting. Two or three households can be set up and visiting carried on among them.

When the music of "Friends" is heard, the children gather about the piano. They may choose to

Sing: "Friends."

This may lead naturally to

Conversation about Their Experience on the Preceding Day.

"What does the song say that good friends do in their work and play? Were we good friends on our picnic yesterday? Why do you think so? Did you see someone do something that showed he was a good friend? (Tell also of your observation, pointing out some very definite acts that showed thoughtfulness on the part of children.) What helps to make our day a happy one?"

Following their suggestions begin to

Sing: "A Happy Day." By this time they know the first stanza and will wish to sing it with you. Immediately following this, sing to them the second stanza.

"Who, does the song say, can help us to remember to be kind?"

Sing the second stanza for them once more.

"If you pray to God, does that mean that you do not have to do anything?—No, you have to try hard yourself to be kind. Let us all sing the part that tells about praying to God, our Father.—Shall we ask God to help us to remember to be kind today? This morning I am going to pray in a different way; I am going to sing the prayer as you bow your heads and think it."

Sing: "A Prayer."

Following this the children will need some form of relaxation. They may like to

Play Going to Visit Friends. Some children may choose to be visited and live in another part of the room.

When you return from your visit, the children will be ready to appreciate the

Story: "Good Visitors."

This may be followed by

Conversation about Visiting the Primary or Junior Boys and Girls.

"There are some friends in our school who would like for us to visit them. They are in the ———." (Let different ones tell whom they know in the department to be visited.) "They want us

to see what they have been doing and share with us some of their songs and stories. Do we have anything to take along that you would like for them to see? What else would you like to share? Shall we keep the things that we take along as a surprise? Where shall we put them until we are ready to show them?" (Tell them that the _____ department is expecting all of them to come and visit after they have had their lunch.)

This should be followed by

Out-of-Door Play, Rest, Washing of Hands, and Lunch.

When lunch is over and the tables cleared, the children are ready to

Visit the _____ Department.

Avoid, as far as you as visitors are capable of doing, any kind of a stilted program. Spontaneously weave in the contributions and surprises of your children wherever they seem to fit naturally.

IV. We Are Happy to Learn about Some New Friends

DESIRED OUTCOMES

What We Hope the Children Will—

Feel: A desire to share happy times with others.

Do: Plan to share games, toys, songs, etc., with visitors. Prepare a surprise for them. Ask God to help them to remember to be kind to these friends.

SUGGESTED MATERIALS AND ACTIVITIES

Story: "A Happy Day with Visitors." Retell: "A Room for a Friend."

Songs: "Friends," "A Happy Day," "A Prayer," "Helping Song."

Scripture: Be Ye Kind One to Another. Ephesians 4: 32. Even a child maketh himself known by his doings. Proverbs 20: 11.

Pictures: Those of the preceding session and, if possible, pictures of the new friends.

Play: The story, "A Room for a Friend." Welcoming and playing with the new friends.

Something to Make: Paper cup baskets into which damp moss and small bouquets of flowers may be put. If you are in the heart of the city where moss and flowers cannot be gotten, picture cards telling of favorite stories may be made for the new friends.

Tapping Sticks: If you have some small flag sticks or other smooth sticks, the children may use them in keeping time to music. They are not essential, however, to the plans given below.

SUGGESTED PROCEDURE

Let there be free play until the music of "A Happy Day" calls the children together. They may enjoy forming a stick orchestra and

Tap to the Music of "A Happy Day." You may sing to their music and let them join in spontaneously and

Sing with You: "A Happy Day."

A part of the orchestra may lay their sticks on their chairs and

Form a Choir to Sing Stanza 1 of "A Happy Day." Then this choir and orchestra may exchange places to sing stanza 2 of the song.

The sticks are put away and the children are seated once more.

"Our song says" (repeat second stanza). "Shall we ask him to help us? What shall we say? When we have said that little prayer, I shall sing a prayer while you listen."

The children may

Join in a Short Prayer Followed by the Song: "A Prayer."

Now you may

Have Conversation about Visiting and Visitors.

"The boys and girls of the ——— department were kind to us and helped us to have a happy time yesterday. I wonder if we were good visitors.—Children are known by what they do. If they are kind, what will people say about them? If they are unkind, what will they say? Let us see what the Bible says about that: 'Even a child maketh himself known by his doings.'"

"We had fun visiting. Wouldn't it be nice to *have* visitors?" Show pictures of children whom you might invite, or tell the chil-

dren about them. (It will be splendid if these are children of another race.) This may lead them to desire to

Write an Invitation. This you promise the children to deliver that afternoon.

They may now find joy in

Play: "Welcoming Visitors."

Some of them are chosen to be the visitors. They go outside the door. When a knock is heard, those inside eagerly open the door and welcome the visitors with exclamations of delight. Places are exchanged and the play continues.

"I wonder how we can make our visitors happy. Perhaps a story that I know will help us."

The children sit close about you to

Listen to the Story: "A Happy Day with Visitors."

After the story you

Talk about What You Will Do to Make the Visiting Children Happy.

Now your children are probably in need of

Out-of-Door Play. They go out with the following suggestion to guide their play: "Let us see if we can play with each other today as we shall play with our new friends tomorrow."

Following play there will be

Rest, the Washing of Hands, and Lunch.

During the lunch period you may talk about who should be served first when the visitors are there.

After lunch the children may wish to

Play Being Kind to a Visitor in the Home. This will be a recall and playing of the story, "A Room for a Friend."

"Our visitors tomorrow are coming to our kindergarten and not to our homes. Let us sit down and decide what you would like to show them."

They all sit down to

Plan a Happy Time for Visitors.

"Have you made anything that you would like to show them? Is there some story that you want them to hear? What songs

would you like to share with them?—Maybe we could make a little surprise for each one.”

Show them a pretty colored paper-cup basket or picture card. If the baskets are to be made, the children must be helped to realize their responsibility in bringing flowers.

They may now go to work to

Make Surprise Baskets or Picture Cards for Their Visitors.

V. *We Have a Happy Time with Our New Friends*

DESIRED OUTCOMES

What We Hope the Children Will—

Think: It is fun to share good times with others.

Feel: Joy in playing with and entertaining other children.

Do: Let the visitors play with toys and be first in games. Serve them first at lunch. Joyously give their surprises to the visitors.

SUGGESTED MATERIALS AND ACTIVITIES

The stories, songs, pictures, play activities, etc., will be those chosen by your children on the preceding day.

Enough milk and graham crackers for all.

The surprise gifts made the day before.

SUGGESTED PROCEDURE

On arrival the children may

Help Arrange the Room for Visitors. If baskets were made for the visitors, let the children help care for the flowers that are brought by putting them into bowls of water. They may help get out the toys, hang whatever pictures and posters they decided to share and place extra chairs near the piano.

They should then be given an opportunity for

Free play. There will be a greater readiness to share toys later if they have been given this opportunity for play. After this they may

Fill the Gift Baskets with Damp Moss and Flowers.

If baskets were not made, the children may

Paste Hangers on the Picture Cards So that They Can Be Hung on the Wall.

When the work is completed, have the children put the surprise gifts outside of the room in which the visitors are to be. "This is like playing Santa Claus!" you say as the gifts are hidden away. "We'll surprise our friends with our gifts."

Until the visitors arrive, the children may like to

Sing the Songs of Their Choice and Play "Welcoming Visitors."

When the knock of the real visitors is heard, the children will be ready and eager to welcome them. One child may

Open the Door for the Visitors. Unless the child who opens the door welcomes the children informally and invites them to join the group about the piano, it will be your responsibility to do so. Opportunity should be given the leader of the visiting children to tell why they have come. If she fails to say something about the children's sharing what they have been learning and doing, you may speak of it and awaken in the children a desire to

Share Songs, Pictures, and Stories. Let the visitors share something first. One thing will suggest another and a very natural, informal sharing of songs, pictures and stories will take place. If your children ask to sing a song that has simple rhythm, you may suggest having a stick orchestra to accompany them.

"Who can tap the sticks while you sing?" you ask.

This will give the two groups an opportunity to cooperate.

You may suggest that the new friends have never seen your room and do not know what play materials you have.

"There are blocks with which to build," you say as you point to each thing, "bean bags and balls, picture puzzles, dolls and a place to play 'house,' a blackboard on which to draw, beads to string, and paper and crayons for drawing. George, Susan, Robert and Mildred may invite some of our friends to go with them to see these things. Perhaps they will find something with which they would like to play."

Other names are called until all of the children are at

Play with Toys and Materials within the Room. Your assistants

should see that the little groups, which have begun to play, willingly welcome children who come later and express a desire to join them. If your room seems rather crowded, the groups playing with the bean bags and balls may be taken out-of-doors. Later the rest of the children may join the bean bag and ball groups in

Out-of-Door Play. Do not attempt to have all of the children play in one large group.

After this very active play, there should be

Rest. Stretching out on the floor will be an impossibility. Each child may rest his head on the back of his chair or table or crouch down and put his head on the seat of a chair. As the children are touched by the "sunbeams" (this should be done slowly in order not to crowd the wash-room), they may invite some of their new friends to go to the wash-room to

Wash Hands.

While this is going on, the assistant teachers should prepare the tables for

Lunch. The children may seat their guests and then get napkins for them. They may also help in putting a cup of milk at each place. When "Grace" has been said, several children may be chosen to pass the graham crackers.

After lunch

A Favorite Story May Be Told.

It will now be time for the visitors to leave, but before they go, you may say, "The children of this kindergarten have a secret. It is a surprise for our new friends. Shall we surprise them now?" Only a few children at a time are chosen to get gifts in order to avoid congestion. Each child brings out a "surprise" and gives it to one of the new friends.

Farewells are said and the

Visitors Depart.

Music is played while the children relax and grow quiet. When they hear the music of a familiar song, they

Join in Singing: "A Happy Day."

"Was this a happy day? Why was it happy? Let us talk to God about it."

Heads are bowed as you

Pray: "Thank you, God, for this happy day with our new friends. Amen."

VI. We Plan a Happy Visit for Mothers and Fathers

DESIRED OUTCOMES

What We Hope the Children Will—

Think: We want Mother and Daddy to visit our school to find out what we have been learning and doing.

Feel: Joy in planning a happy day for them.

Do: Tell what they would like to share and do. Help prepare luncheon or a surprise for them.

SUGGESTED MATERIALS AND ACTIVITIES

Story: Their choice of those already told.

Songs: "A Happy Day," "A Prayer," and those of their choice.

Pictures: All of the outstanding pictures that have been used.

Play: That of their choice.

Something to Do: Squeeze lemons and frost graham crackers or make a surprise for the mothers and daddies similar to the one given the visiting children.

SUGGESTED PROCEDURE

After helping to hang pictures and having a period of free play the children may like to

Talk about Their Experience of the Preceding Day.

"Did our new friends have a happy time yesterday? How could you tell? What kind of a time did you have? What song do we know that tells about having a happy day?"

The children will probably wish to

Sing: "A Happy Day."

The second stanza of this song may awaken a desire to

Pray. A short prayer asking God to help them to remember to be kind may be used, or the song, "A Prayer," may express their thoughts and feelings.

"Is there something that you would like to play this morning in a friendly way?"

Let the children

Play a Game or Story of Their Choice. After this there may be
*Conversation about All That They Have Been Learning and
Doing in the School.*

"Tomorrow is our last day of school. We have been doing many things here, and we have learned many things. What story did you like best? (Draw something quickly on the blackboard to stand for the story.) Look around and see what pictures you like best. (Have them held up before the group.) Why do you like this one best? And this? We'll put them up here in front where we can all see them.—Of all the stories and games that we have played which did you like best? (Sketch something quickly on the blackboard to stand for their choice. Play this now if they so desire.) Wouldn't it be fun to share all of these things that you like best with Mother and Daddy? When can we do it? Yes, tomorrow is the only day that we have left. How shall we let them know that they are to come?"

This will lead to the

Formulation of an Invitation: "What shall we say so that they will know where to come? Why do you want them to come? What shall we say so that they will know when to come?" (It will be necessary for you to state the time for their visit.)

"These invitations will have to be typed. I wonder who can do it for us?" (If you have a church secretary, some child may suggest that she do it. This child may go to the church office with the children's request, or all may go if your group is small. In the event that there is no secretary an assistant will have to write them while you are out at play.)

Out-of-Door Play should be followed by

Rest, Washing of Hands, and Lunch. If the parents are to be present during lunch time on the following day, the present lunch period would be a fine time to talk about what should be served.

"I wonder how we could make our crackers especially nice?—I wonder what the mothers and fathers would enjoy drinking on a hot day?"

The children may now

Help Prepare the Lunch for Their Mothers and Fathers. Two, three or four groups may be formed, depending upon the number of assistants you have, to engage in squeezing lemons and frosting graham crackers. The children may exchange places when they have finished the one activity and are ready for the other.

Once more the children will have to be reminded about serving. "Whom should we serve first?" Perhaps they have some suggestions to make after their experiences of yesterday.

If the parents are not to be present for lunch, the children may choose to make a surprise for them similar to the one which they gave the visiting children.

VII. We Share Our Songs, Stories and Happy Times with Our Mothers and Fathers

DESIRED OUTCOMES

What We Hope the Children Will—

Feel: Joy in sharing what they have learned and in helping the mothers and fathers to have a happy time.

Do: Show their parents around the room. Joyously share the various phases of their kindergarten life with them.

SUGGESTED MATERIALS AND ACTIVITIES

The stories, songs, pictures, play activities, etc., will be those chosen by your children on the preceding day. If the materials that will be needed as a result of your children's choice are listed, it will make for readiness and help to avoid confusion. Also list for your pianist the children's choice of songs and music and the possible order in which they will be used. It is quite likely that the responses of the children will change this order; nevertheless, the list will be of value in helping the pianist to find quickly the music called for.

PROCEDURE

Keeping in mind your objectives, the nature of your materials, and the responses that the children are likely to make, write out a possible order of procedure. It will help to clarify your own thinking. Try to bring about a balance between quiet and active times,

that is, weave songs, conversation, stories and play activities together in such a way that the children will not be fatigued. Utilize their responses and change your suggested procedure accordingly.

Your children may help in arranging the room and engage in free play as usual whether the parents come for the entire morning or for just a part of the session. (See "Situations to Be Utilized and Developed" at the beginning of this unit.) If your group of parents is small, and if they are present for the entire morning, invite them to be a part of the children's group and participate in all of the activities. The informal period at the beginning would be a good time for each child to show Mother or Mother and Daddy about the room. Your procedure for the rest of the session should be similar to that followed on other days.

If your group is very large and the parents come only for a part of the session, the time before their arrival may be used in getting ready for visitors, for play, rest and lunch. Should some of the parents arrive as lunch is being served, you may say, "We have guests today at our luncheon. To whom should we pass the crackers first?" After lunch may come the sharing of songs, pictures, stories, dramatic play and the presenting of the little surprise gifts. If the picture on these gifts is a copy of a large picture that the children have chosen to tell about or a story that they have decided to share, the psychological moment for presenting the gifts will be when the picture is shown or the story is told or played. "This reminds me of a little surprise that we have," you suggest. Immediately your children will recall the gifts that they made and will be eager to give them to the parents. Have the picture cards in a box so that the surprise will be kept a secret until the very end. Have the children gather about you as you open the box. On receiving a card let each child take it joyously to Mother or Daddy.

STORIES

The School of Happy Friends

"I'm going to school," cried George. "I'm going to school!" And he clapped his hands for joy.

The only school that George had ever been to before was Sunday school. Now he was going to start to a vacation school that met every day.

"We want to find the best vacation school we can," said his mother. "It must be a school where the boys and girls know how to be happy friends. Come, George, let us see if we can find that kind of a school."

Mother started down the street with George walking by her side. At the corner was a church with a steeple that reached up, up into the air. As George and his mother went nearer, they heard the sound of children's voices. How happy George was!

"I'm going to school," he cried. "I'm going to school!" And he clapped his hands for joy.

But when they came very near, George did not look so happy. He heard the children quarreling.

"I want that doll," cried one. "He has my blocks," shouted another. "Junior slapped me," screamed a third.

George pulled his mother away.

"Let's go to another school," he said. "These children aren't happy friends."

George did not feel like skipping and clapping his hands now. Instead he pulled back on his mother's hand.

"Come along, George," she said. "We'll find a school of happy friends."

Again they saw a church steeple. Again they heard the sound of children's voices. This time they were happy voices. George and his mother peeped through the window. These children were helping to make the room beautiful—one was putting flowers in a vase, another was hanging up pictures, and others were getting out the

toys. What a happy time they had playing! One little boy did not have enough blocks to finish the house he was building, so he said to another boy, "May I have some of your blocks?" "Of course," said the other boy. When the teacher played on the piano, the children stopped their play, came over and sat down without making any fuss. George liked this school.

"These children are happy friends. Let's go in, Mother."

As soon as one of the boys spied George, he came over to him and said, "Come play and sing with us. I'll get you a chair."

George smiled at his mother as his hand slipped from hers. "Mother," he said, "this is a school of happy friends."

And George had the happiest time you could ever imagine in this school of happy friends.

Jesus and the Children

Some children were skipping down the road. As they skipped along, they sang,

"We're going to see Jesus,
We're going to see Jesus."

Close behind them walked their mothers. Some of them were carrying babies. They smiled as they said to each other, "The children will see Jesus. He will bless them and hold our babies in his arms."

How happy the world seemed to the mothers and children! Even the flowers growing beside the road nodded to them in a friendly way.

"Jesus loves the children,
Jesus loves the children,"
they seemed to say.

Down the city street went the mothers and children. Suddenly they spied a great crowd of people ahead of them.

"Jesus must be there," said one of the mothers.

When the children heard this, they skipped faster, and the mothers followed close behind. At last they came to the edge of the crowd. They could hear Jesus' kind voice, but they could not see

him. How eager they were to be near him! They began making their way through the crowd when a man stopped them and said, "Go away. Jesus has no time for children. He must help all of these people."

No longer were the mothers glad. No longer did the children smile.

But Jesus heard what the man said. Before the mothers and children had even turned around, they heard Jesus' kind voice, "Do not send the children away. Let them come to me."

How glad the mothers were! How the children smiled! They made their way through the crowd until they could see Jesus' kind face. Jesus took the babies in his arms. They were not afraid; they seemed to know that Jesus loved them. He talked to the children. He put his hand on their heads and asked God to bless them.

How happy the mothers were as they walked down the road toward home! How happy the children were as they skipped along! The flowers growing beside the road nodded to them in a friendly way,

"Jesus loves the children,
Jesus loves the children,"
they seemed to say.

The Boy Jesus Helps in His Home

"Buzz-z-z-z, buzz-z-z-z," went the saw.

"Rap, rap, rap," went the hammer.

"The Boy Jesus helps in his home;
The Boy Jesus helps in his home,"
they seemed to say.

Jesus' father, Joseph, was a carpenter. Every day he worked hard in the carpenter shop. As he listened to the song of the saw and hammer, it seemed to say over and over to him,

"Jesus is my very best helper;
Jesus is my very best helper."

Jesus' mother, Mary, worked in the house. She cooked the food,

cared for the children, and carried the water from the well. As the water went splash, splash, splash against the water jar, it seemed to say to her,

“Jesus is my very best helper;
Jesus is my very best helper.”

And I’m sure the Boy Jesus *was* a good helper. I think he carried water from the well for his mother. He swept the shavings from the floor. He carried wood to his father. And I can see Joseph look at Mary and hear him say,

“Jesus is a good helper;
Jesus is a good helper.”

And I can see Mary nod her head and hear her answer softly,
“Yes, Jesus is a good helper.”

When My Mother Calls Me

Armond and Bobby were good boys except for one thing. Whenever their mother called them, they always answered, “In a minute, Mother,” but they never came in a minute. Mother had to wait and wait and wait; she never knew when they would come.

One day they were playing with their little friend next door when Uncle Fred drove up in his machine. Armond and Bobby did not see him or hear the machine. Uncle Fred ran up the steps and into the house.

“Hello, Edna,” he said. “I have to drive down to the store. Do you suppose the boys would like to ride along?”

“You know they would,” said the children’s mother. “They like nothing better than a ride in your machine. I’ll call them.—Armond and Bobby! Come here. Mother wants you.”

“In a minute, Mother,” the boys answered.

“I wonder if they will come in a minute,” said Mother to Uncle Fred. “I’m afraid they do not know how long a minute is.”

They waited one minute, they waited two minutes, they waited three, four, five, six, seven, eight minutes, but the children didn’t come. Presently Uncle Fred said, “Edna, I have to get down to

that store before it closes. Do the boys always obey in this way when you call?"

"I'm afraid they haven't learned to obey very quickly when I call. If they do not obey, they do not deserve a ride. You go along, Fred, but call for them again sometime."

Uncle Fred understood. He jumped into his machine and drove away. Armond and Bobby heard the chug-chug-chug of the engine as the car started down the street. They ran to the front just in time to see Uncle Fred's car disappearing around the corner.

"Mother," they called as they hurried into the house. "What did Uncle Fred want?"

"He wanted to take you for a ride," said their mother.

Two big tears rolled down Bobby's cheeks.

"But Mother," said Armond, "why didn't you call us?"

"I did," replied his mother. "You said, 'In a minute,' but we waited and waited until Uncle Fred could wait no longer."

Tears came to Armond's eyes too. Mother stooped down and put an arm around each little boy.

"Do you think boys deserve a ride if they do not obey their mother quickly?"

The two boys choked back a sob and said, "No, Mother."

"I wonder if my boys can obey quickly next time."

"Yes, Mother, we'll try," they said at the same time.

"I know a little song that may help you," suggested their mother.

"This is the way it goes—

When my mother calls me,
If I quick obey,
Then we both are happy
All the live-long day."¹

It was a happy little song. Armond and Bobby had great fun singing it with their mother. Over and over they sang—

"When my mother calls me,
If I quick obey,
Then we both are happy
All the live-long day."

¹ Jessie P. Spencer. Used by permission.

Every time after that, when their mother called, Armond and Bobby remembered the song and ran into the house as fast as their little legs could carry them.

One day they were playing with their tricycles, and again Uncle Fred drove up in his machine. Armond and Bobby did not see him or hear the machine. Uncle Fred ran up the steps and into the house.

"Hello, Edna," he said. "I have to drive down to the store. Do you suppose the boys can come in a minute?"

"Just listen and watch," said the mother. "Armond and Bobby," she called. "Mother wants you."

Patter, patter, patter sounded the feet on the porch steps. And then Uncle Fred heard another sound. Armond and Bobby were singing a song. He listened carefully and this is what he heard,

"When my mother calls me,
If I quick obey,
Then we both are happy
All the live-long day."

Into the kitchen came two boys with smiling faces. They smiled even more when they saw Uncle Fred.

"Well, boys," he cried, "Are you ready for a ride?"

"May we go, Mother?" cried both little boys.

"Of course you may," said their mother. How happy she was!

But I think Armond and Bobby were happiest of all. As they rode down the street, they sang,

"When my mother calls me,
If I quick obey,
Then we both are happy
All the live-long day."

Jerry Learns to Help God

Jerry was puzzled. He didn't know what to think! Miss Anna, his Sunday school teacher, had said, "God cares for the birds and flowers," and now his mother had just said, "Jerry, you should take care of the birds and flowers. They need a drink of water."

"But Mother," said Jerry, "God takes care of the birds and flowers. Miss Anna said so. The rain comes and gives them all a fresh drink."

"I wonder," said his mother, "if he doesn't need people to help him."

This sounded funny to Jerry. "God can do anything! He doesn't need my help!"

Mother said no more. She just went about her work.

That afternoon Mother, Daddy and Jerry went on a long hike through the park. Up hill and down hill they went. The sun was shining brightly, and Jerry grew hot and thirsty.

"I wish I had a drink," he said.

By and by he spied a fountain. How happy Jerry was! He ran as fast as his little legs would carry him. But when he reached the fountain, it was so high that he could not get a drink. Mother or Daddy would have to lift him up, but they were still far down the road. Jerry sat down to wait. His mouth and throat were so dry, he thought they would crack. When his mother and daddy came nearer, Jerry cried, "O Daddy, help me get a drink!"

How good Jerry's mouth and throat felt as the cold water ran down! He drank and drank and drank.

"Daddy had to help me get a drink!" exclaimed Jerry when he was able to catch his breath after his long drink.

"And a lot of other people had to help before Jerry could have a drink," said his mother.

"Who?" asked Jerry.

"Some men had to pump the water in from the river. Others made it nice and clean, and still others had to work the big machines that pump the water to this fountain. God needs many people to help, so Jerry can have a drink of water."

Jerry thought about this on his way home. When he walked into his yard, he saw the flowers drooping their heads. They were thirsty. A robin hopped across the grass with his bill wide open. He was thirsty. Jerry remembered how thirsty he had been, and how many people had to help before he could have a drink.

When his mother and daddy met him coming out with his little sprinkling can full of water, Jerry said, "I have to help God give the birds and flowers a drink."

His mother smiled and said, "I'm glad you are one of God's helpers, Jerry!"

The Kind Shepherd

Once there lived a shepherd who had a great many sheep. He loved his sheep and knew each one by name. There were Blacky and Palm Leaf, Olive and Bright Eyes, and many, many more. Each morning the shepherd led his sheep out to the green grassy pasture, and each evening he brought them back home again.

One morning the shepherd opened the gate of the sheepfold and called, "Come, Blacky,—come, Palm Leaf,— come, Olive,—come, Bright Eyes." The shepherd held his staff across the gate of the sheepfold. As the sheep jumped over, he counted, "one, two, three, four," until he had counted every one. Then he led them up hill and down hill, over rocky places and past thick woods until they came to the green grassy pasture. How happy the sheep were! They nibbled here, they nibbled there, they nibbled green grass everywhere. When they were thirsty, the shepherd took them down to the brook. They drank here, they drank there, they drank cool water everywhere.

Once a little sheep wandered farther away. "Come back, Olive," called the shepherd. "You'll get lost." Olive heard the shepherd and came scampering back.

Suddenly the shepherd saw a black cloud in the sky. "It is going to rain," he said. "I must get my sheep back to the fold."

"Come, Blacky,—come, Palm Leaf,—come, Olive,—come, Bright Eyes," he called.

"They are all here," thought the shepherd, so he started for home. He led them up hill and down hill, over rocky places and past thick woods. Big drops of rain began to fall. At last they came to the sheepfold. The shepherd held his staff across the gate. As the sheep jumped over, he counted, "one, two, three, four," until he had counted every one. But one little sheep was missing!

The shepherd went inside and looked around. "It is Olive," he said to himself. "I must go out and find her."

With his staff in his hand and his cloak wrapped about him the shepherd started back to the green pasture. The rain was falling fast, but the shepherd didn't mind. Olive was lost and he must find her. Up hill and down hill he went, over rocky places and past thick woods.

"Olive, Olive," called the shepherd. He listened,—all was quiet except for the beating of the rain. On and on he went. "Olive, Olive," he called. Again he listened,—all was quiet. On to the green pasture he went. "Olive, Olive," he called. The shepherd listened. This time he heard a little cry, "Baa, baa." He followed the sound until he found Olive caught in the bushes. Carefully he pushed back the bushes and picked up the little lost sheep. He put her on his shoulder and started for home.

Up hill and down hill they went, over rocky places and past thick woods the shepherd carried his sheep. At last they came to the fold. As the shepherd stopped to set Olive down, she licked him on the hand and seemed to say, "Thank you for finding me. Thank you for being kind to me."

A Room for a Friend

A woman and her husband were sitting in their little square house talking.

"Elisha is such a good man," said the woman, "I wish that we could do something for him."

"Yes," said her husband, "he comes a long way to teach us about God."

"I know what we can do," said the woman; "we can build him a room on the roof, a room that he can call his very own."

"That's a good plan," said her husband. "Then whenever he comes this way, he will have a place to sleep."

The next day the men started work. "Buzz-z-z, buzz-z-z," went the saws. "Rap-rap-rap," went the hammers. The walls were built and the roof was put on. A stairway leading from the ground to the roof was made. At last the room was finished. What a busy

time the woman had making it comfortable! She put in a bed, a chair, a table, and a lamp.

"This will be a nice place for Elisha to work and rest," she said. "I can hardly wait for him to come again."

All that day the woman listened and watched for Elisha. Pat-pat-pat went a man's feet along the road. "Maybe it's Elisha," thought the woman. But when she looked out, it wasn't Elisha. The next morning she climbed the stairs to make sure that the little room was ready. There were the bed, the chair, the table and the lamp just as she had left them. Again the woman listened and watched for Elisha. Pat-pat-pat went a man's feet along the road. "Maybe it's Elisha," thought the woman. But when she looked, it wasn't Elisha.

The woman and her husband were ready to sit down to eat when they heard a knock on the door. (*Imitate knocking.*) When they opened the door, there stood Elisha. He was dusty and tired from his long journey. The woman brought him water to wash his tired hands and feet. Then they sat down to eat. When they had finished eating, Elisha told them about God.

"I have something to show you," said the woman happily. "Follow me."

Elisha followed her out of the door. Up, up, up the steps they went. Across the roof they walked to the little room. When they stepped inside, Elisha saw a bed, a chair, a table and a lamp. It was such a comfortable little room!

"This room is for you," said the woman.

How happy Elisha was! The woman and her husband were happy too. Now their good friend had a nice room in which to sleep. And whenever Elisha came that way, he found the comfortable little room waiting for him with its bed, chair, table and lamp.

Who Needs the Shoes?

Dicky liked new shoes! And there in the store window directly in front of him were some shiny black ones just the right size. Dicky looked down at the shoes he was wearing; they were rather scuffed and their shine was all gone. He looked at the bottom of

one shoe and then at the bottom of the other. No, there weren't any holes in them.

As Dicky skipped along toward home, he said half aloud, "I'll ask Daddy to buy me those shoes." That was a pleasant thought, but suddenly he remembered something, "Daddy may not have the money. And even if he does, we have to take turns at getting new shoes. But—I don't believe Betty's or Frank's or Margaret's are worse than mine."

During the happy time of eating supper, Dicky completely forgot about the new shoes. He didn't think of them again until he heard his daddy say, "We must have a family conference this evening." Dicky knew what that meant; it meant that Daddy and Mother, Betty, Frank, Margaret and Dicky would sit down to talk over family affairs. If new clothes were to be bought they would decide who needed them most; if something had gone wrong during the day, they would decide what should be done. When Daddy had found his arm chair, Mother her low rocker, and the children were seated on the floor, the conference was ready to begin.

"I'll tell about the new shoes," thought Dicky to himself.

But before he had a chance, his daddy said, "This week we have enough money to buy one pair of new shoes. I wonder who will be the lucky one. Who needs them most?"

"O Daddy," cried Dicky, "I saw some shiny black ones in the store window. They will just fit me."

Dicky was only four years old—the baby of the family. He was just beginning to learn to think of his brothers and sisters as well as of himself. His daddy knew this; he patted Dicky on the shoulder and said, "Dicky is Daddy's big boy! I wonder if Dicky needs the new shoes more than anyone else."

For a second Dicky's eyes became blurred. All that he could see was his own scuffed shoes and the shiny black ones in the store window. But Dicky was Daddy's big boy! So he blinked away the tears. When his eyes were clear again, he could see Betty's shoes; they were much worse than his! There was a hole in the bottom of each one! When they had all examined each other's shoes carefully, everyone said, "Betty needs the new shoes most of all!"

Now Betty knew how much Dicky liked shiny black shoes, and she saw the tears that had to be blinked away. When the meeting was over, she put her arm around him and whispered in his ear, "Dicky's going to have some shiny black shoes."

As Dicky lay in bed that night, he wondered what Betty meant. But he didn't wonder very long, for he was soon fast asleep and dreaming. He dreamed that the shiny black shoes in the store window began to dance; they danced out of the window and down the street, into Dicky's yard and up the steps until they stood right beside his bed.

Dicky smiled and suddenly awoke. It was morning and the sunshine was streaming in at the window. So real had been Dicky's dream that he looked over the edge of the bed for the shiny black shoes. And there beside the bed stood some shoes as black and almost as shiny as any shoes that Dicky had ever seen! He jumped out of bed and picked them up.

"They're my very own shoes!" he cried. "But they're almost as black and shiny as the new ones in the store window! How did they get that way?"

Dicky soon guessed. Can you?

Milk for the Nursery

"Clickety-clack, clickety-clack, clickety-clack," came the milkman's horse and wagon down the street.

Bobby heard it and ran out on the front porch.

"Hello, Milkman!" he called.

The milkman's horse went more slowly—"click-e-ty-clack, click-e-ty-clack"—and then stopped.

"Hello, Bobby," answered the milkman. "Here's your milk."

He jumped from his wagon, ran up the steps and gave Bobby a big bottle of sweet milk. Into his wagon he hopped again.

"Click-e-ty-clack, click-e-ty-clack, clickety-clack, clickety-clack," the milkman's horse and wagon went down the street.

Ellen heard it and ran out to the sidewalk.

"Hello, Milkman!" she called.

The milkman's horse went more slowly—"click-e-ty-clack, click-e-ty-clack"—and then stopped.

"Hello, Ellen!" called the milkman. "Here's your milk."

He jumped from his wagon and gave Ellen a big bottle of sweet milk. Into his wagon he hopped again.

"Click-e-ty-clack, click-e-ty-clack, clickety-clack, clickety-clack," the milkman's horse and wagon went on down the street.

Carol heard. She was ready to go down the street to the nursery where she stayed all day while her mother went to work. Carol knew the milkman would not stop at her house. Her father was sick and her mother did not have enough money to pay for milk. But the milkman was Carol's friend! So she ran out to the sidewalk and called, "Hello, Milkman!"

The milkman pulled on his horse's reins. The horse went more slowly but did not stop.

"Hello, Carol!" called the milkman. "I'm taking your milk to the nursery."

"I'm going there now," said Carol.

"Good," called the milkman, "let's see who gets there first."

"Click-e-ty-clack, click-e-ty-clack," went the milkman's horse.

"Pat-pat-pat-pat," went Carol's feet along the sidewalk. She was running as fast as her little legs could go. And what do you think? They both reached the nursery at the same time!

Carol and the milkman walked up the steps together. The milkman was carrying many bottles of milk.

"There's milk for Carol, milk for Billy, milk for Tony, and for all of the other children," he said.

Miss Ethel met them at the door. Carol watched the milkman put the bottles in the ice box. Then she saw Miss Ethel take some money out of a bag and give it to the milkman.

"I'm so glad the children of (use name of your school) share their money with us," said Miss Ethel. "Now Carol and Billy and Tony and all of the others can have milk to drink."

"I am too," replied the milkman. "But who wouldn't help to buy milk for them!" he said as he patted Carol's cheek. "They're the finest little children I have ever known."

What a happy time Carol had drinking her milk that day. Billy and Tony and all of the other children had a happy time too. And it was the children of _____ who helped to make them happy.

Our Helpers (Adapted)

(This may be used as a story and guessing game. Select those helpers with whom your children are familiar. You may find enough material here for two days.)

I know a man who helps us.

He plows the ground and makes it smooth.

He drops the seeds and covers them up, then watches and cares for each tiny plant, and gathers the grain when it is ripe.

Can you guess who he is? *The farmer!*

I know a man who helps us.

He puts some letters into his bag and walks along from house to house. "Good morning," he says, "here's some mail for you."

Can you guess who he is? *The postman! (Mail-man may be a term better known to your children.)*

I know a man who helps us.

He has in his store all kinds of food: carrots and spinach and butter and bread. He wraps them neatly and ties them well, and brings them to our kitchen door.

Can you guess who he is? *The grocer!*

I know a man who helps us.

He rides in a wagon, bumpity, thump;

a big, yellow wagon, bump, thump, thump!

He shouts to the horses, "Get up," then, "Whoa!"

When he opens our door he calls out, "Ice!"

Can you guess who he is? *The ice-man!*

I know a man who helps us.

He rides in a wagon, clickety, clack;

a nice white wagon, clickety, clack!

He leaves on your doorstep a big white bottle.

Can you guess who he is? *The milkman!*

I know a man who helps us.

He works with a saw, buzz-z-z, buzz-z-z;

He uses a hammer, rap-a-tap-tap!

He builds houses and fences, barns and garages.

Can you guess who he is? The *carpenter!*

I know a man who helps us.

He visits the people when they are sick;

makes them feel peaceful and happy again.

He stands in the church and tells them about God.

Can you guess who he is? The *minister!*

I know a man who helps us.

He dusts our furniture and sweeps our floors;

makes our room clean so we can have school.

He finds for us whatever we need.

Can you guess who he is? The *janitor!*

I know a man who helps us.

He takes a brush and goes up and down

on windows and doors, porches and floors.

He uses all colors—green, yellow and brown

until a house looks like new.

Can you guess who he is? The *painter!*

The first four sections from *I Wonder*, by Alberta Munkres.
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Jesus Visits the Temple

“Buzz-z-z, buzz-z-z,” went the saw.

“Rap, rap, rap,” went the hammer.

Jesus' father, Joseph, was hard at work in the carpenter shop. The Boy Jesus was helping his father. How happy he was! A wonderful thing was going to happen to him on the next day. The saw and hammer seemed to be telling of that happy time. They seemed to say over and over again,

“Tomorrow you are going to the temple,
Tomorrow you are going to the temple.”

The next morning Jesus and his mother and father did start

on their journey to the temple. A great many other people were going too. The fathers and big boys walked, while the mothers and children rode on donkeys. It was a long, long journey. When the sun began to go down, down behind the hills, they were still far from the city where the big temple was. So the fathers set up some tents where they might rest for the night. They built little fires and sat around them to talk. Perhaps the older men told about the temple. How eager Jesus was to reach the temple and to talk to the teachers there!

The next morning they started on their journey again. The clatter of the donkeys' hoofs must have said over and over again to Jesus,

"You are going to the temple,
You are going to the temple."

At last they came to the top of a hill. From here Jesus could see the city and the temple! When they reached the city, Jesus' father found a home where they might stay for the whole week.

The next morning came the happiest time of all! Joseph and Jesus went to the temple. There were so many things that Jesus wanted to know. He probably went to the temple every day. Sometimes he even went alone.

The days passed quickly. It was time for Jesus and his mother and father to go home again. All of the friends and neighbors were going home too. They started on their journey. Out of the city and down the road they went. Mary and Joseph thought that Jesus was with some of their friends, but when they looked for him, he could not be found.

"Where can he be?" asked the friends.

Joseph and Mary could guess. They left their friends and started back to the city. Where, do you suppose, they went? Straight to the temple. There they found Jesus. He was with some of the teachers; he was listening to them and asking them questions. He was glad to be in the temple!

When his mother and father said that it was time to go home, Jesus left the teachers and the temple and went with them. Now

as he walked down the road, the clatter of the donkey's hoofs probably said over and over again to a very happy Jesus,

"You have been to the temple,
You have been to the temple."

What Betty Learned

Betty was only a little girl, but she thought she was a great big girl. She didn't want anyone to help her.

"Mother," she said one day, "I'm a big girl. I don't need anyone to take care of me. I can take care of myself all by myself, and I don't need anyone to help."

"I'm glad to have such a big girl," said Mother, "but I'm not so sure that she doesn't need someone to help take care of her."

As Betty skipped out into the yard, she sang over and over again, "I don't need anyone to take care of me. I don't need anyone to take care of me."

The flowers in the garden shook their heads and said, "We need someone to take care of us."

"Who takes care of you?" asked Betty.

The flowers answered, "God takes care of us; he sends the rain and sun. But he needs people to help him; they loosen our ground, pull out the weeds, and give us fresh water when the weather is dry."

"But I'm a big girl," said Betty. "I don't need anyone to take care of me."

Just then the birds in the trees began to chatter to each other. "We need someone to take care of us," they said to each other.

"Who takes care of you?" asked Betty.

The birds answered, "God takes care of us; he sends the rain and sun. But he needs people to help him; they give us fresh water in summer and feed us crumbs and suet in winter."

"But I'm a big girl," said Betty. "I don't need anyone to take care of me."

The fish in the pond heard Betty, and they began to flap their tails. Flip-flap, flip-flap, they went. They said to Betty, "We need someone to take care of us."

"Who takes care of you?" asked Betty.

The fish answered, "God takes care of us; he sends the rain and sun. But he needs people to help him; they clean out our pond and give us fresh water and food."

Betty began to wonder. "Do we all need someone to care for us?" She ran into the house. "Mother," she said, "the flowers need someone to take care of them, the birds need someone to take care of them, and the fish need someone to take care of them. Does someone take care of me?"

Her mother answered, "God takes care of you; he sends the rain and sun. But he needs people to help him. You wouldn't have much food without the farmer. You wouldn't have a house if it were not for the carpenter. The policeman keeps you safe as you cross the street. And then there are the fireman, mail-man, minister, and a great many others. And of course you haven't forgotten Mother and Daddy!"

Betty sighed as she said, "How many people help God take care of me!"

Jesus Helps Some Fishermen

Jesus liked to walk up and down the road which was beside the lake. He liked to watch the fishermen drop their nets deep, deep into the water to catch the fish. Sometimes they would catch many fish, sometimes they would catch only one, two, or three.

Early one morning when the sun was just coming up, Jesus again walked up and down the road which was beside the lake. He watched some fishermen, Peter and his friends, drop their nets deep, deep into the water, but they did not catch any fish. Every time they pulled out the net it was empty. No fish were in it. Peter and his friends looked sad.

"What shall we eat today if we cannot catch any fish?" they said.

They did not try to put their nets into the deep, deep water anymore.

"There are no fish here today," they said sadly as they pulled their little boat nearer the shore.

"Let's go home," said Peter to his friends. His voice did not sound happy.

Jesus could tell that the men were sad. When their boat had reached the shore, he went up to Peter and said, "I would like to talk to you and your friends about God, the loving Father. May I have your boat to sit in?" Peter was glad to share his boat with Jesus.

Jesus sat down in the boat and talked to them for a long, long time about God, the loving Father. Peter and his friends were happy to have Jesus talk to them because he helped them to know God better. When he had finished talking, he said, "Pull your boat out from the shore. Drop your net deep, deep into the water. You will catch many fish."

Peter said to Jesus, "I tried all last night and all morning to catch some fish, but every time I pulled out the net it was empty. But if you say that I should try again, I'll do it."

Peter and his friends pushed out the little boat and dropped the net into the deep, deep water. When they pulled up the net, it was full of fish—little fish, big fish, so many of them that they could not even be counted. Peter and his friends were very happy because Jesus had helped them; he had helped them in their work and had helped them to know God better.

Irmingard Settler. Used by permission.

The Good Samaritan

Many years ago, a man, called a Samaritan, was riding along a road on his donkey. He was feeling happy! He was thinking of the friend with whom he had spent the night. How kind this friend had been! He had given him a warm meal and a comfortable bed, and best of all he had talked to him in a kind way. The wind, as it blew over the Samaritan's shoulder, seemed to know what he was thinking and it whispered in his ear,

"Be ye kind—
Be ye kind."

Up hill and down hill he went; over smooth road and rocky road the donkey jogged along. At a turn in the road the Samari-

tan saw two other travelers some distance ahead who were going in the same direction. He could see even the first man very plainly. As he watched, he saw this man stop, look at something beside the road and then pass on. When the second man came to the same place, he too stopped, looked at something beside the road and then passed on.

“What can it be?” thought the Samaritan.

He urged his donkey to go a bit faster. As he neared the place where the other men had stopped and looked, the Samaritan could see very clearly that there was a man lying beside the road. When he was near enough to see the man’s face, he thought, “I do not know him. I do not have to help him.” But when he saw how badly the man was hurt and saw the look of pain on his face, he felt very sorry for him and decided at once to help. A bird in the treetop near by seemed to know the Samaritan’s thoughts and sang to him,

“Be ye kind—
Be ye kind.”

Quickly the Samaritan got off his donkey. He gave the sick man a drink from his water bottle, wrapped up his cuts, and put him on his donkey.

Up hill and down hill they went; over smooth road and rocky road the donkey jogged along while the Samaritan walked by his side. It was beginning to grow dark, and the Samaritan was eager to find a place where they might stay for the night. At last they came to a kind of a hotel called an inn.

“Someone beat and robbed this man,” said the Samaritan to the inn keeper, “and I found him lying beside the road. Do you have room for us here?”

“Come right in,” said the innkeeper. “I have plenty of room.”

All through the night the Samaritan took care of the stranger. In the morning he said to the innkeeper, “I must be going. Here is some money; take good care of this man, and if this is not enough money, when I return I will pay you more.”

The innkeeper promised to do all that he could for the sick man. Then the Samaritan climbed on his donkey and started on

his journey again. The sick man, lying on his bed, heard the donkey's hoofs clattering down the road as his kind helper rode away, and the donkey's hoofs seemed to say,

"Be ye kind—
Be ye kind—
Be ye kind—"

until they could be heard no more.

Some Children Show Their Love for Jesus

The little children who had been to see Jesus never forgot him. They remembered how very kind he was; how he had told them stories and put his hand on their heads and asked God to bless them.

One day these same little children were skipping down the road again. They were very happy! As they skipped along they sang,

"We're going to see Jesus,
We're going to see Jesus."

Close behind them walked their mothers and fathers. They were talking about Jesus. The children listened to what they were saying as they skipped along.

"Jesus is the kindest person I have ever known," said a mother.

"Yes," said another mother, "I shall never forget how he helped that little sick girl."

"He has always been ready to help anyone," said a father. "He even helped the tired fishermen."

"Why is he so kind to people?" asked another father.

"I think I know," answered a mother. "He loves us as God loves us."

"Then we ought to show our love for him," said a father.

The children skipped along in front of their mothers and fathers. They saw the flowers growing beside the road. The flowers seemed to be nodding to them and saying,

"Show your love for Jesus,
Show your love for Jesus."

"Let's take some flowers to Jesus," cried John.

What fun the children had picking flowers! They almost forgot about their mothers and fathers. When they looked up, they saw them far down the road and had to run to catch up with them. But this wasn't hard to do because the mothers and fathers had stopped walking. They had reached the place where they were to wait for Jesus. One of the men climbed a tree and broke off some palm leaves. He was going to wave them to show Jesus how glad he was to see him. Some of the small leaves fell to the ground. The children picked them up and waved them in the air.

They waited and waited. At last they heard the shouting of many voices. They looked up the road. There, coming over the top of the hill, was a crowd of people. One man was riding on a donkey.

"I think that is Jesus," whispered John to the little girl standing beside him.

The crowd came nearer and nearer. Some of the people were waving palm leaves in the air; all were singing songs of praise to Jesus. How happy and excited the children were! When Jesus was very near to them, they began to wave their palm leaves in the air and to scatter their flowers in front of him. As they skipped along, they sang to Jesus. Jesus must have been pleased with the happy songs of the children. I think their songs said to him,

"I love you, Jesus,
I love you, Jesus."

The Picnic

The children of the kindergarten were all excited. They were going on a picnic. Picnics are such happy times! On a picnic you may run, play, skip, swing and make all the happy noises you want. George could hardly wait to get started. But the toys had to be put away first. How slow everyone seemed! In his desire to put things away in a hurry, George rushed over to John and snatched the wagon from him, pushing him down. Then he dashed off to the cupboard.

John began to cry. When he got up, it was found that his stocking was badly torn and his knee was scratched and bleeding.

His knee had to be washed and wrapped in a clean white bandage. This took time. All of the children had to wait; they could not start on their picnic. George had to wait too.

When the knee was bandaged, Miss Margaret, the teacher, sat down and talked to George. That took more time. All of the children had to wait; they could not start on the picnic.

"George," said Miss Margaret, "you were unkind to John. Because you were unkind, we have lost fifteen minutes of our picnic time. You made John unhappy with his sore knee, you are making the other children unhappy, and you are unhappy too. We want only kind children on our picnic. You will have to stay here with Miss Marie. It will not make Miss Marie happy to have to miss the picnic."

George was nearly broken-hearted, but he knew Miss Margaret was right. The children were sorry when they found out that George would not be with them. He often helped them have such happy times. Even John was sorry. He and George had always been friends. He walked over to Miss Margaret and with a pleading look said, "Miss Margaret,—don't you think we'd better give George one more chance? We'll all have so much more fun at the picnic if George is along."

So the children and teachers talked it over. They all said that George had spoiled their happy time by making them wait, but they felt sure that he would now remember not to push. They agreed with John that George should be given another chance.

Miss Marie had to stay behind to fix the picnic lemonade. It was arranged that George should help her and come later. The other children went straight to the park to run, play, skip and swing.

It was a happy picnic! The children took turns on the slides and swings. They took turns in their play, and no one cried, "I want to be first." They played as all good friends should play. It was the happiest picnic they had ever had!

Before going home they sat down for a little quiet time. They decided to tell God about their happy day. Virginia said, "Thank you for our picnic." Charles prayed, "Dear God, we had a happy

time playing together." Each child talked to God in his own way. But I am sure that no prayer was more pleasing to God, the Father, than George's. He said, "Help me to remember not to shove any of my friends again. Amen."

Good Visitors

Margaret said, "I'll be a good visitor," and she was.

She went to visit the children next door.

She played with them happily without any quarrels.

Margaret said, "I'll be a good visitor," and she was.

Jimmie said, "I'll be a good visitor," and he was.

He went to visit some friends down the street.

He did not shout, "I want to be first," but took his turn in the plays and the games.

Jimmie said, "I'll be a good visitor," and he was.

Robert said, "I'll be a good visitor," and he was.

He went to visit some neighbors of his to see some things that they had made.

He touched them carefully, he didn't hurt a thing.

Robert said, "I'll be a good visitor," and he was.

Nancy said, "I'll be a good visitor," and she was.

She played with Jane's toys very carefully.

Jane said, "I like to have you play with my toys, you do not break or spoil them."

Nancy said, "I'll be a good visitor," and she was.

Armond said, "I'll be a good visitor," and he was.

When he wanted a toy that someone else had, he did not snatch it from that child, but said,

"Please may I have it?" and "I thank you."

Armond said, "I'll be a good visitor," and he was.

A Happy Day with Visitors

"Let's have visitors," said little Nan,
"We'll be as kind to them as we can."

All of the children in the kindergarten thought this would be fun. So they told Miss Margaret, their teacher, what to write inviting some friends over for the next day. Miss Margaret said that she would deliver their note that very afternoon.

"What can we do to make our visitors have a happy day?" asked Miss Margaret.

"I know," said George—

"We can share our games and share our toys
With all our friends, both girls and boys."

"That is one of the best ways to make them happy," said Miss Margaret. "Is there anything else that we can do?"

"We can let them be first in all of our play,
To treat visitors so is the only kind way," said Alice Mae.

"Yes, it is the kind way," agreed Miss Margaret. "Is there anything that we can share with them besides our games and toys?"

"We can share our songs and stories too,
To them they may be very new," said Doris.

"Your friends are going to have a happy time, I can see that," said Miss Margaret. "Does anyone have something else to say?"

"We should serve them first at lunch," said Joe;
"Visitors should be served first, you know."

Then the children talked about the songs and stories that they would share and the games that they might play. They talked about taking turns with the playthings. Once more they reminded themselves that visitors should come first at lunch time.

At last the happy day for visitors arrived. The kindergarten children were as busy as bees fixing up their room for their friends. Then a knock on the door was heard. When the door was opened, there stood many smiling children. They looked as if they were ready for a happy time. Many of them had never been in this kindergarten before, so they all went for a walk around the room

to see the toys, pets, and the things that the boys and girls of the kindergarten had made. Some of them played with the toys, while others began playing games.

What fun the kindergarten children had sharing their games and sharing their toys! None of them shouted, "I want to be first!" They had learned that to let visitors be first in all of their play is really great fun and the only kind way. How hard everyone played! They skipped, they ran, they danced, and played with toys. By and by they were glad to sit down to share their stories and songs. The visitors shared too. Each group knew stories and songs that the other had not heard. It was such a happy time.

Then came the time for lunch. The kindergarten children were as hungry as all of the others, but they remembered what Joe had said.

"We should serve them first at lunch," said Joe:
"Visitors should be served first, you know."

So the visiting friends were served first. It was really great fun to wait!

At last it was time for the visitors to go home. They had had a happy time, that was easy to see. But had the kindergarten children had an unhappy time? Not at all. They said,

"This has been the happiest day of all!"

All the Good Things That God Gives to Me

Bobby lived on a farm where there were horses and cows, chickens and bunnies. In his daddy's garden grew some of the good things that God gives us to eat. But Bobby did not like many of these good things. He didn't like oranges; he didn't like apples; he didn't like carrots; he didn't like spinach.

One morning when Bobby was ready for breakfast, his mother gave him a glass of nice cold orange juice.

"A-a-w," whined Bobby, "I don't like orange juice." And he pushed the glass aside.

In the middle of the morning his mother thought, "Bobby must be hungry!" So she brought out a big red apple.

"A-a-w," whined Bobby, "I don't like apples."

When Mother and Bobby sat down to lunch, Mother put a spoonful of bright orange carrots on Bobby's plate.

"A-a-w," whined Bobby, "I don't like carrots."

That evening at the dinner table Bobby was given some green spinach fresh from the garden.

"A-a-w," whined Bobby, "I don't like spinach." And two big tears rolled down Bobby's cheeks.

After dinner Bobby went outside. He was still feeling very cross when he came to the chicken yard. There he saw Mr. Rooster pecking at some spinach leaves that his mother had thrown out to him. He seemed to be enjoying himself. He glanced up at Bobby with one eye, and when he saw how cross Bobby looked, he said,

"Cock-a-doodle-doo,
What's the matter with you?"

"Do you *like* spinach?" asked Bobby.

Mr. Rooster replied,

"What better food could there possibly be
Than the nice green spinach that God gives to me?"

As Bobby looked up, Dobbin, the horse, stuck his head out of the barn-door. He was crunching a big red apple. He seemed to be enjoying himself. He looked at Bobby and said,

"N-eigh, N-eigh,
Why do you look that way?"

"Do you *like* apples?" asked Bobby.

Dobbin nodded his head and replied,

"What better food could there possibly be
Than the big red apples that God gives to me?"

Just then Bobby saw his bunny chewing on an orange carrot. He seemed to be enjoying himself.

"Do you *like* carrots?" asked Bobby.

The bunny's ears shot up straight. He wondered if he had heard Bobby aright. Then he wiggled his nose and said,

"What better food could there possibly be
Than the nice orange carrots that God gives to me?"

Bobby began to wonder. "The rooster likes spinach, Dobbin likes apples, my bunny likes carrots. Maybe these things are good!" he said to himself.

Someone began to whistle. When Bobby looked up, he saw Billy sitting on the fence eating a juicy orange. Bobby looked at him in surprise and asked, "Do you *like* oranges?"

Billy took another bite and replied, "Mother says,
'What better food could there possibly be
Than the nice juicy oranges that God gives to me?'"

The next day Bobby's mother had a big surprise. When she gave him some orange juice, he drank it all down. When she gave him an apple, he ate every bite. When she gave him carrots and spinach, he cleaned off his plate. Bobby saw the look of surprise on his mother's face, and he gave her a happy little smile.

"Our rooster likes spinach, Dobbin likes apples, my bunny likes carrots, and Billy likes oranges," said Bobby. "Mother—
'What better food could there possibly be
Than all the good things that God gives to me?'"

SONGS

Friends

E. McE. S.

Elizabeth McE. Shields

Friends! Friends! Friends! I have some friends I
 Friends! Friends! Friends! I have some friends I

love! I love my friend and he loves me I
 love! I share my games and share my toys With

help my friend and he helps me; Friends! Friends!
 all my friends, both girls and boys; Friends! Friends!

Friends! I have some friends I love.
 Friends!

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When My Mother Calls Me

J. P. S.

Jessie P. Spencer

When my moth-er calls me, If I quick o - bey,

Then we both are hap-py All the live - long day.

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Helping Song

Aurora M. Shumate

Ora McMullen

I must be a lit - tle help - er

Ev - 'ry, ev - 'ry day, Do --ing lit - tle

things for oth - ers In a hap - py way.

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Our Helpers

Aurora M. Shumate

Clara Lee Parker

Thank you, Mis-ter Post - man! Thank you now, we say,
 Thank you, Mis-ter Fire - man! Thank you now, we say,
 Thank you, Mis-ter Shoe - mak-er! Thank you now, we say,
 Thank you, Mis-ter Car - pen - ter! Thank you now, we say,

For the help you give us Ev - 'ry, ev - 'ry day.
 For the help you give us Ev - 'ry, ev - 'ry day.
 For the help you give us Ev - 'ry, ev - 'ry day.
 For the help you give us Ev - 'ry, ev - 'ry day.

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"God Is My Helper"

Nancy Byrd Turner

Grace Wilbur Conant

"God is my help - er," this I know, What -
 When I wake ear - ly, this is my song:

ev - er I do and wher - ev - er I go.
 "God is my help - er' the whole day long."

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The Children's Friend

Jessie Eleanor Moore

Helen Howarth Lemmel

1. Long a - go the lit - tle chil - dren
 2. Come and lis - ten to the sto - ry,

Gath - ered close to Je - sus' knee, For His kind - ly
 Friend of chil - dren, still is He, Lis - ten then and


smile said gen - tly, "I love them and they love Me."
 whis - per soft - ly, "I love Him and He loves me."

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Glad Song

Grace W. Owens (Slightly adapted)


Clara Lee Parker




We're glad to-day, we're glad to-day, For our mothers we're
 We're glad to-day, we're glad to-day, For our fa-thers we're
 We're glad to-day, we're glad to-day, For our homes we're
 We're glad to-day, we're glad to-day, For our food we're



slowly



glad to - day: Thank You, God our Fa - ther.
 glad to - day: Thank You, God our Fa - ther.
 glad to - day: Thank You, God our Fa - ther.
 glad to - day: Thank You, God our Fa - ther.

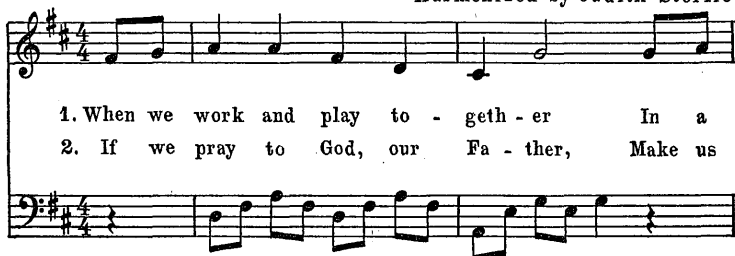


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A Happy Day

Esther Freivogel

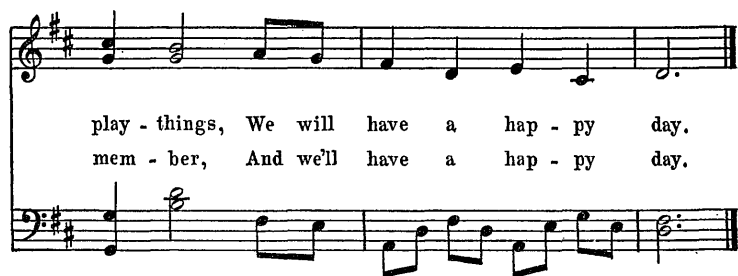
Melody by Esther Freivogel
Harmonized by Judith Storlie



1. When we work and play to - geth - er In a
2. If we pray to God, our Fa - ther, Make us



kind and friend-ly way, Tak-ing turns and shar-ing
kind in work and play, He will help us to re -



play - things, We will have a hap - py day.
mem - ber, And we'll have a hap - py day.

A Prayer

E. F.

Esther Freivogel

I thank You God, our Fa - ther, For

friends with whom I play, Please help me to re -

mem - ber To be kind to them to - day.

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Our happy world
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